DOCUMENT RESUME

ED 119 919 EC 009 062

AUTHOR Kristic, Stephen Lee; And Others
TITLE A Comparative Study of Alaskan Native Adolescent and Young Adult Secondary School Dropouts, 1972.
PUB DATE Jun 72
NOTE 132p.; Multiple thesis submitted in partial fulfillment of the requirements for a Master of Social Work, University of Utah, Salt Lake City. Some pages may not reproduce clearly due to marginal quality of original
AVAILABLE FROM Inter-Library Loan, University of Utah, Salt Lake City, Utah 84112

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage
DESCRIPTORS *Adolescents; *Alaska Natives; *Comparative Analysis; *Dropouts; Family (Sociological Unit); Masters Theses; Secondary Education; Self Concept; Student Characteristics; Surveys; *Young Adults

ABSTRACT

The survey responses of 129 Alaska Native adolescents (17 years and younger) and 128 Alaska Native young adult dropouts were compared to ascertain similarities and/or differences relative to: general characteristics; self concept; and family factors. Data were derived from a population of Alaska Native students who left school between grades 9 and 12 during the 1969-70 school year. Significance of differences were determined via the Chi square test and results were considered significant at the .05 level of confidence. Results indicated: (1) group similarities in terms of: being either male or female; being single; having dropped out of school at least one time; planning to return to school; and citing "poor grades" as the reason for leaving school; (2) more of the young adults came from a village of less than 1,000 population; were Eskimo; were planning to attend a vocational school; and had a significantly more positive self concept; (3) similarity between the two groups in terms of a high degree of negativism relative to self concept; (4) a large percentage of the families of both groups could be characterized by factors of instability; (5) both groups felt that difficulties at home contributed to the rationale for leaving schoo; (6) a small percentage of the families of both groups were supported by other than family members. (JC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED 119919

A COMPARATIVE STUDY OF ALASKAN NATIVE ADOLESCENT AND YOUNG ADULT SECONDARY SCHOOL DROPOUTS

1972

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE / NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Stephen Lee Kristic

and

Eddie Frank Brown

and

Winston Clark Clayton

A multiple thesis submitted to the faculty of the Graduate School of Social Work, University of Utah, in partial fulfillment of the requirements for the degree of

Master of Social Work

Graduate School of Social Work

University of Utah

June 1972

RC009062

This Multiple Thesis for the

Master of Social Work Degree

by

Stephen Lee Kristic

and

Eddie Frank Brown

and

Winston Clark Clayton

has been approved

May 1972

Kenneth A. Shuffield
Chairman, Supervisory Committee

Margie K. Peterson
Supervisory Committee

[signature]
Dean, Graduate School of Social Work

UNIVERSITY OF UTAH LIBRARIES

ACKNOWLEDGMENTS

The writers wish to take this opportunity to express appreciation to Dr. Kenneth A. Griffiths, Chairman of the Supervisory Committee, and to Marge Petersen, who gave freely of their time and energies, and provided valuable suggestions and guidance.

We are indebted to the research group who collected the data and to the former students who presented these data in their thesis, "A Comparison of the Characteristics of 259 Alaskan Native Students Who Dropped Out of School During the Academic Year 1969-1970.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS iii

LIST OF TABLES vii

ABSTRACT xii

Chapter

I. INTRODUCTION 1

Statement of the Problem 1

Purpose of Study 2

Null Hypothesis 3

Questions To Be Answered 3

Definition of Terms 3

Limitation 4

II. REVIEW OF THE LITERATURE 5

General Characteristics 5

Summary 9

Self Concept Characteristics 9

Definition of Self Concept 9
Self Concept and School Achievement 10
Self Concept of the Adolescent American Indian School Dropout 11
Self Concept of the Young Adult American Indian School Dropout 13
Summary 15

Table of Contents
(continued)

Chapter		Page
	Family Background Characteristics	16
	Introduction	16
	Relationship of Family to Child	17
	Parental Attitude Toward Education	17
	Type of Home	20
	Size of Family and Birth Order	21
	Summary	23
III.	METHODOLOGY	25
	Population Studied	25
	Source of Information	25
	Statistical Treatment	27
IV.	PRESENTATION AND ANALYSIS OF DATA	28
	General Characteristics	28
	Similarities	28
	Differences	39
	Summary	43
	Self Concept Characteristics	44
	Differences	44
	Similarities	48
	Summary	51
	Family Background Characteristics	52
	Family Factors	52
	Summary	72
V.	CONCLUSIONS AND RECOMMENDATIONS	74
	General Characteristics	74

Table of Contents
(continued)

Chapter		Page
	Conclusions	74
	Recommendations	75
	Self Concept Characteristics	75
	Conclusions	75
	Recommendations	76
	Family Background Characteristics	76
	Conclusions	76
	Recommendations	80
BIBLIOGRAPHY		81
APPENDIX		86
VITA		114

LIST OF TABLES

Table		Page
1.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts Who Returned to School After Leaving, Alaskan Native Dropout Study 1969-70	29
2.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts Who Responded to How Poor Grades Affected Their Leaving School, Alaskan Native Dropout Study 1969-70	30
3.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts According to What Their Grades Were at the Time of Leaving School, Alaskan Native Dropout Study 1969-70	31
4.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts as to Whether They Thought Their Best Friends Would Get Further Education, Alaskan Native Dropout Study 1969-70	32
5.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In How Many Times They Left School, Alaskan Native Dropout Study 1969-70	33
6.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In How Many Times They Repeated Any Grades, Alaskan Native Dropout Study 1969-70	34
7.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In What Occupied the Major Part of Their Time Since They Left School, Alaskan Native Dropout Study 1969-70	35

List of Tables
(continued)

Table		Page
8.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts Regarding Number of Jobs They Had After Leaving School, Alaskan Native Dropout Study 1969-70	37
9.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In What Degree Money Meant In Choosing What They Wanted To Do For a Living, Alaskan Native Dropout Study 1969-70	38
10.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts According to Ethnic Background, Alaskan Native Dropout Study 1969-70	40
11.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts According To the Size of Community In Which They Lived Most of Their Life, Alaskan Native Dropout Study 1969-70	41
12.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts To What Plans They Had Made For the Following Year, Alaskan Native Dropout Study 1969-70	42
13.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts in Response To the Question, "If I Put My Mind To It, I Can Do Anything I Want," Alaskan Native Dropout Study 1969-70	45
14.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In Response to the Question, "Looking At Yourself In Comparison With Your Other Classmates, How Do You Feel That You Rank In Terms of Your Overall Ability," Alaskan Native Dropout Study 1969-70	46
15.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In Response to the Question, "It Doesn't Do Much Good To Plan For the Future," Alaskan Native Dropout Study 1969-70	47

List of Tables
(continued)

Table		Page
16.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In Response to the Question, "There Is Little Use In Studying Hard Because You Get the Same Grade Anyway," Alaskan Native Dropout Study 1969-70	48
17.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In Response to the Question, "What I Do Will Have Little Effect On What Happens To Me," Alaskan Native Dropout Study 1969-70	49
18.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts In Response to the Question, "Life As Most People Live It Is Really Meaningless," Alaskan Native Dropout Study 1969-70	50
19.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard To Who They Lived With Most of Their Lives, Alaskan Native Dropout Study 1969-70	53
20.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard To Who They Now Live With, Alaskan Native Dropout Study 1969-70	54
21.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard To Marital Status of People They Lived With Most of Life, Alaskan Native Dropout Study 1969-70	55
22.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to Head of Household Where They Grew Up, Alaskan Native Dropout Study 1969-70	56

List of Tables
(continued)

Table		Page
23.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to Amount of Children That Grew Up In Home Besides the Dropout, Alaskan Native Dropout Study 1969-70	58
24.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to Amount of Siblings Who Left School Before Graduation, Alaskan Native Dropout Study 1969-70	59
25.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to Extent Troubles Where They Lived Contributed To Their Leaving School, Alaskan Native Dropout Study 1969-70	60
26.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to Extent Family Probems Contributed to Leaving School, Alaskan Native Dropout Study 1969-70	61
27.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to How Happy the Parents Are With The Dropout's Choice of a Life's Work, Alaskan Native Dropout Study 1969-70	62
28.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to the Most Important Reason for Leaving School, Alaskan Native Dropout Study 1969-70	64
29.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to the Extent Homesickness Contributed to Their Leaving School, Alaskan Native Dropout Study 1969-70	65
30.	Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to How Much the Parents Contributed to Support of the Family, Alaskan Native Dropout Study, 1969-70	66

List of Tables
(continued)

Table | Page

31. Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to How Much Hunting and Fishing Contributed to Support of the Family, Alaskan Native Dropout Study 1969-70 68

32. Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to How Much the Dropout Contributed to Support of the Family, Alaskan Native Dropout Study 1969-70 69

33. Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to How Much Relatives Contributed to Support of the Family, Alaskan Native Dropout Study 1969-70 70

34. Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to How Much Friends Contributed to Support of the Family, Alaskan Native Dropout Study 1969-70 71

35. Comparison of Adolescent and Young Adult Alaskan Native High School Dropouts With Regard to How Much Others Contributed to Support of the Family, Alaskan Native Dropout Study 1969-70 72

ABSTRACT

Purpose

The purpose of this study was to compare similarities and differences between two age groups, consisting of Alaskan native dropouts 17 years of age and younger (N = 129) and those 18 years of age and older (N = 128).

Methodology

The data used in this thesis were obtained from an interview survey conducted by social work graduate students from the University of Utah. The sample consisted of 415 Alaskan native students who left school during the 1969-70 school year. The data were tabulated by use of the computer at the University of Utah. Areas of interest were selected by each researcher who formed his own hypothesis concerning a specific area within the dichotomy and each assumed responsibility for analysis of that data. The chi square test was used with significance reported at the .05 level.

Conclusions

General Characteristics

1. The Alaskan native high school adolescent and young adult dropouts were equally as likely to be male as female; were single as opposed to

married; had dropped out of school at least one time, and were equally planning to return to school.

2. The adolescent and young adult Alaskan native high school dropout had a variety of reasons for leaving school. The largest single reason was poor grades.

3. Significantly more young adults (73.4 percent) than adolescents (50.4 percent) came from a village with a population of less than 1,000; more young adults (68 percent) than adolescents (52 percent) were Eskimo; and more young adults (16.4 percent) than adolescents (2.3 percent) were planning on attending a vocational school instead of a regular school.

Self Concepts

1. It has been noted in an earlier section that there was a significant difference in the self concept of the adolescent dropout and the young adult dropout. The data revealed that the young adult group had a significantly more positive self concept than that of the adolescent group.

2. The similarities found in self concept indicated a high degree of negativism on the part of both the adolescent and young adult age groups. Although there were no significant differences found, this high percentage of negative responses indicated a feeling of inability of the students to affect their own future.

Family Factors

1. A large percentage of the families of both the adolescent and young adult dropout was characterized by factors which would point toward instability in basic family relationships.

2. A large percentage of both groups under consideration felt that difficulties at home were reasons for leaving school.

3. A small percentage of the families of both the adolescent and young adult dropouts were supported by persons other than in the family.

Recommendations

1. It was recommended that more vocational schools be provided in Alaska and less emphasis be placed upon attending a regular school for the fact that more young adult dropouts wanted to go to a vocational school rather than return to regular school work.

2. It was recommended that a modified individual educational program be implemented to help reduce the anxiety level of those who were having difficulty in understanding regular class material.

3. There needs to be further research dealing with the self concept of Alaskan native students to answer the questions: Why has the young adult dropout indicated a high self concept than the adolescent dropout? Is the self concept of the Alaskan native lower than the non-native? If so, why? How has the low self concept affected the Alaskan native's academic achievement?

4. School administrators, teachers, social workers, and others who have an impact on students need to be knowledgeable of research in this area so that they can see how they might positively affect students self concept.

5. It was recommended that a control group be used to measure the similarities and differences of adolescent and young adult students who drop out.

6. It was further recommended that research be done with the possibilities of family support, including material and psychological assistance, while the student was in school.

CHAPTER I

INTRODUCTION

Statement of the Problem

Dropping out of high school has been one of America's major problems. Many people: Presidents, Congress, Governors, educators, social workers, juvenile court judges and others have publicly voiced their concern about the dropout problem.

Many factors might have been connected with dropping out of high school. The unemployment rate at times has been four times higher with America's youth. There has been a population explosion of nearly 3.8 million youth reaching age 18 each year. There has been a large-scale migration from rural areas to urban areas. There has been a continual rise in delinquency and crime among youth. There has been a rise in the number of families on welfare. Increased automation has eliminated many unskilled jobs resulting in unemployment. All of these problems may be major contributors to the dropout problem (Schreiber, 1968, p. 5).

Society has placed a high value on education. Nearly every country in the world has seen education as a necessity for its youth. Education has become essential in most cases to achieve status and self-esteem.

This study was concerned with the Alaskan native high school dropout, specifically a comparison between the adolescent dropout and the young adult dropout.

Education in Alaska has developed since 1867 when Alaska became a territory of the United States. It began with missionary schools, then Bureau of Indian Affair schools, and at the time of this writing mainly Alaskan State schools. During this period of transition, educational opportunity for the Alaskan native had increased.

Natives who were not able to go to village schools were sent to boarding schools. Perhaps dropping out of high school has been the result of much anxiety and homesickness in these boarding schools.

The young adult dropout has perhaps wanted to marry and settle down more so than the adolescent dropout. Differences between adolescent and young adult stages of development and presumed needs, according to Erikson and others, may affect whether one stays or leaves school.

Purpose of Study

The purpose of this study was to compare similarities and differences between two age groups, consisting of Alaskan native dropouts 17 years of age and younger and those 18 years of age and older.

Null Hypothesis

There will be no significant differences between Alaskan native students 17 years of age and younger and those 18 years of age and older who dropped out of high school in the academic year 1969-1970.

Questions To Be Answered

1. What were the similarities and differences in general characteristics, other than family factors and self concept, between the adolescent dropout and young adult dropout.

2. What were the similarities and differences in self concept between the Alaskan native adolescent high school dropout and young adult high school dropout.

3. What were the similarities and differences in family factors between the Alaskan native dropouts 18 years of age and older to those 17 years of age and younger.

Definition of Terms

The following definitions were adopted for the study:

Alaskan Native

The term was used to denote, Eskimo, Aleutian, and a variety of Indian tribal groups living in the geographic boundaries of the State of Alaska.

School Dropouts

A term which was in reference to the 415 Alaskan native high school students who left school during the school year 1969-1970.

Sample

This referred to the 259 Alaskan native students interviewed who had dropped out of high school during the academic year 1969-1970.

Adolescent

Alaskan native dropout 17 years of age and younger.

Young Adult

Alaskan native dropout 18 years of age and older.

Limitation

The study lacked a control group of students who did not drop out of school.

CHAPTER II

REVIEW OF THE LITERATURE

The Review of the Literature was separated into three areas.

General Characteristics
(Winston C. Clayton)

A multitude of books and studies have been written about high school dropouts. The writer was unable to find dropout studies directly related to the two age groups (those 17 years of age and younger and those 18 years of age and older) showing significant or nonsignificant differences.

Schreiber pointed out that the average dropout was "16" and was more likely to be a boy than a girl. He was usually overage having been held back in school (Schreiber, 1968, p. 6).

A few studies suggested overageness as being a factor related to "dropout." Van Dyke and Holt in their study found 66 percent of the ninth grade dropouts who were overage, and 34 percent of the twelfth grade dropouts who were overage (Van Dyke and Holt, 1958, p. 88).

A study of seven communities showed 84 percent of the dropouts were behind the normal grade for their age by one or more years (U. S. Department of Labor, Bureau of Labor Statistics, 1960, p. 89).

Kirkhus found 40.5 percent of the dropouts in his study were two or more years above the normal age range (Kirkhus, 1963, p. 27).

Allen studied the sex of the dropout in relation to overageness and found 53 percent boy and 41 percent girl dropouts who were overage (Allen, 1953).

Human behavior has been studied rather extensively. Lidz stated that adolescence was a time of "revolt," and "identity" seeking. The adolescent moved away from controls such as his family, forms relationships with the opposite sex and found satisfaction in earning his own money, car, etc. In seeking for his "identity," the adolescent may act out in many ways, such as doing poorly in school, as he tried to achieve a sense of identity (Lidz, 1968, p. 323).

The adolescence revolt may be the cause for dropping out. Cook in his study of 43 dropouts, found 52 percent leaving school because of failure and retardation (Cook, 1956, pp. 191-96).

Havighurst along with others studied 138 dropouts, 47 percent of which were classified as having a negative attitude toward school.

Lidz went on to say as one became more mature and found his own identity he then contemplated "forming his own family" and providing for them (Lidz, 1968, p. 362).

Patterson found work to be a major reason students indicated they drop out (Patterson, 1955, pp. 85-88). Dillion interviewed 957 dropouts of which 36 percent wanted to work rather than go to school (Dillion, 1949, p. 94).

Reasons for dropping out of school may vary as one matures through the adolescent stage. The State Department of Education of Oregon conducted a study of 1966-67 secondary school dropouts. Out of 4,638 dropouts, 73 percent were 17 years of age and younger, while 27 percent were 18 years and older. Out of boys 17 years and younger, 565, or 17 percent, had behavioral difficulties as compared to 103, or eight percent, of the boys who were 18 and older. Lack of interest in school was another reason for dropping out. There were 421, or 12.4 percent, of the younger boys, as compared to 180, or 15 percent, of the older boys who gave lack of interest as the major reason for leaving school.

Marriage was the major reason for girls dropping out of Oregon schools. There were 363 younger girls as compared to 93 older girls (Oregon State Department of Education, 1966-67).

The State Department of Education of Georgia in 1966 conducted a survey of 263 dropouts; 83 percent were 17 and younger while 17 percent were 18 and older. Dislike of school, academic difficulty and economic needs of the family were major reasons for dropping out (Georgia State Department of Education, 1966).

The Utah Department of Public Instruction conducted a study of 1962-64 secondary school dropouts. Out of 4,000 dropouts, 86 percent were 17 and older (Utah Department of Public Instruction, 1966, p. 17).

Very few Indian and Alaskan dropout studies mention age as a factor in becoming a school dropout. Apkar made a study on the Tulalip Reservation

in Washington State. He compared Indian with non-Indian students. He found that one-half of the Indian students were over the average age in their classes as compared to one-seventh of the non-Indians. The Indian was more apt to be held back a grade than the non-Indian (Apkar, 1962).

Elias along with others studied a sample of 259 Alaskan native drop-outs. There was no significant difference between the two age groups as to the number who had been arrested (Elias, 1969, p. 51).

Summary

The references suggested that age, overageness and maturation through the adolescent stage may be contributing factors to the dropout problem. The Indian dropout, especially the Alaskan native dropout, may have more age-related problems than the non-Indian which may in turn contribute to dropping out of school.

Self Concept Characteristics
(Eddie Frank Brown)

Definition of Self Concept

Authorities have defined self concept in many ways, but generally revolving around the same essential ideas. This was shown in the following definitions. Brownfain reported:

> When an individual is assigned the task of evaluating himself, whatever the methods of this evaluation, he inevitably makes reference to a system of central meanings that he has about himself and his relationship to the world about him which we call self concept. Every evaluative statement a person makes about himself may be thought of

as a sample of his self concept from which may be inferred certain properties of that self concept (Brownfain, 1952, p. 597).

Carrol stated this about self concept:

> The self concept comprises all the beliefs the individual holds concerning what kind of a person he is; i.e., conclusions concerning his modal or typical reaction patterns to typical life situations (Carroll, 1965, p. 4).

Lynch said:

> For all practical purposes, it can be stated the self concept is one conscious part of the personality; this is made up of the feelings and attitudes which the person possesses about himself (Lynch, 1965, p. 13).

Donald W. Perry indicated that self concept was, briefly:

> The way in which one perceives himself in relation to how he perceives others (Perry, 1968, p. 17).

Bingham summarized all of the above definitions when she wrote:

> All definitions might be gathered into one inclusive definition. This gathering would probably bring forth a definition of self concept something as follows: Self concept is a consciously learned, organized, system of perceptions around a central meaning, describing the person involved as one integrated individual interacting around values, goals, and ideals with the world around him (Bingham, 1969, p. 11).

Erikson in discussing his eight stages of development stated that self concept begins to be formed as early as the first stage of development. It continues to develop through the next three stages and it is in the fifth stage, the adolescent or "Identity vs. Role Diffusion" stage that the progression of the first four stages are brought together to form a complete self concept. Erikson goes further to state that only as young people successfully emerge from the fifth stage, that their egos can master the sixth, or young adult stage of "Intimacy vs. Isolation" (Erikson, 1950, pp. 228-229).

Self Concept and School Achievement

Many studies have shown that because of the definite relation between a student's self concept and his achievement in school that to produce a change in one, a change in the other must be made.

From the Bureau of Educational Research Services (Educational Research Series, 1965, p. 2), it was found that: (a) achievement for most students could be raised by self concept enhancement; (b) functional limits of one's ability were in part set by one's self conception of ability to achieve in academic tasks in comparison to others ability to achieve in academic tasks; (c) the student's self concept of ability was positively related to the image he perceived significant others such as parents, teachers, and peers held of him; (d) the student's self concept of ability was associated with his academic achievement; (e) self evaluations were not fixed but depended upon the individual's perception of how significant others evaluated him; and (f) it was difficult to overcome the influence which parents appeared to have on the academic effort of low-achieving, low-concept students.

In the article, "New Look at School Dropouts," it was usually found that potential dropouts were purposeless and had no clearly defined goals for achievement. It was also shown that not knowing what they wanted, they failed to see the value of school in their individual futures, and were willing to settle for short-range satisfactions (United States Department of Health, Education and Welfare, September, 1968, p. 8).

It was then found that when the school system began to work with the parents of the potential dropout, that the parents' concern for their child's lack of academic achievement usually increased, which had a definite effect on the student's self direction and school achievement.

As shown in the previous writings, parents and significant others had a definite effect on the individual's self concept which in turn was directly related to the achievement of the individual.

Self Concept of the Adolescent
American Indian School Dropout

The article "The American Indian High School Dropout" stated that in a study of the Indian dropout problem the South Dakota secondary school (grades 9-12) dropout population in 1963-1964 showed that 59 percent of Indian dropouts occurred in the ninth grade, as compared with 20 percent for the non-Indian (United States Department of Health, Education and Welfare, September, 1968).

In a study by deMontigny, he attributed the high dropout rate and low self concept of American Indian students to the attitude of low expectancy on the part of the teachers, which had risen largely through the lack of information about American Indians. Because of the stereotype of the Indian, little had been expected from the Indian population. The ideas that American Indians were degenerate or inferior were constantly hammered at each level of development in American Indian society.

> One needs only to read a comic book and see Tonto, an ignorant, inarticulate, but loyal and obedient savage serving a "good" member

> of the superior race . . . The American Indian is portrayed constantly as ignorant, superstitious, immoral, inarticulate, and degenerate (deMontigny, 1969, p. 32).

Again, deMontigny gave another example of low expectancy in which an Indian student from the Makha tribe wanted to enter college with hope of entering medical school at a later date. His local advisors told him that it was out of the question, that no Makha had ever applied before and he could not be expected to make it. He was advised to become a cook (deMontigny, 1969, p. 33).

A further example was cited by deMontigny on the Nooksack Reservation. Indian students were automatically placed in a class of slow learners without achievement testing. The Indian response was to fulfill the expectations of low achievement. After a few years Indian students developed an inferiority complex; became shy and withdrawn; and they began to fall behind non-Indian classmates.

> Development of an inferiority complex and being shy and withdrawn does not occur spontaneously. Indian children are forced to respond in this fashion(deMontigny, 1968, p. 34).

deMontigny concluded that under the circumstances one could understand why Indian students became discouraged.

According to the work done by the Northwest Regional Educational Laboratories, the intellectual and ambitious Indian students had the most severe problems (United States Department of Health, Education and Welfare, September, 1968, p. 29). Many of these attempted suicide. The less ambitious students stated that if they merely showed up for class and did

as little as possible, they would eventually get some type of diploma. These students apparently felt the easiest path to follow was to fulfill the low expectancy attitude of their teachers toward them.

Eileen Maynard found that many Indian students had accepted a negative stereotype of the Indian.

> It would seem that many Indian students have accepted a negative stereotype of Indians as being drunk, uneducated and lazy. Given an internalization of this negative stereotype, one could predict that an Indian adolescent might proceed to continue to conform to it . . . Equally devastating is that a feeling of ethnic inferiority will lead to underachievement in school, a sense of futility, avoidance of competitive situations, and a reluctance to assume leadership; factors which contribute to feelings of powerlessness, preventing Indians from achieving greater control of their destiny (Maynard, 1968, p. 25).

Self Concept of the Young Adult American Indian School Dropout

John F. Bryde said:

> It is only when a young Indian gets to be about a teenager that he starts really becoming aware of the differences between his Indian culture and the non-Indian culture. One of the reasons for this is that, as he becomes a young adult he begins to develop adult <u>wants</u> and <u>desires</u>, which he did not have when he was a child (Bryde, 1971, p. 102).

Bryde continued in his study to conclude that the adult wants and desires that began to rise in a teenager included not only thoughts of marriage in the future, a decent job, and a house to live in, but acceptance of himself by all men, <u>as a person</u>. For the first time, then, he started to look around and to become really aware of the differences between being an Indian and being a non-Indian.

He became aware of the fact that the type of person that the non-Indian culture appreciated and admired was the one with a lot of money, big cars and big houses. The kind of activity that was appreciated by the non-Indian culture was money-making activities. It slowly dawned upon the average Indian teenager that he, being poorer, did not live up to the norms of success (wealth) of the dominant culture. Since he was not the kind of person they thought was important (rich), he thought that they did not think that he was important and therefore not much good.

This was how the young Indian interpreted the picture; that the dominant culture did not think that he was important, he perceived that they were not accepting him as a person, which was one of the most important rising wants as a young adult. After a while he would start believing this himself and start to think that he was not much good.

For the above reasons then, as a young adult, he began to think that the dominant culture didn't want him, and therefore, he did not want to go among them. No one would want to go where he was not wanted, the natural reaction was to back away.

But just as he was having this feeling of wanting to back off, another force pushing him forward was one of young adult desires rising within him--the desire to raise a family and to support them decently. To do this, he had to enter into that dominant culture, in order to learn a skill to support his family. Yet being unprepared, he felt caught and frustrated and didn't know where to go. He felt he must act, but yet he couldn't. Bryde concluded by stating:

> Frustration is the blocking of a goal we want, and a person can take this only so long before he "blows up" and seeks any way out - withdrawal, drinking, suicide . . . At any rate, all the above factors add up in the minds of the many young Indian people to make them feel frustrated (can't go forward and can't go backwards), lost and terribly negative about themselves (Bryde, 1971, p. 112).

Summary

The American Indian high school student was not only faced with the same problems of completing school as the non-Indian high school student, but faced many problems which were unique to him as an Indian. He had to cope with and overcome the misfortune of unjustified stereotyping of the American Indian, which included how he should perform in school and even the idea that he would automatically dislike school and naturally would be unable to perform well. Teachers themselves may have had a very low expectancy of the Indian student. The American Indian student would also be faced with other prejudices which non-Indian students may have had of the Indian.

As an adolescent the young Indian faced the same stages of growth as any other person his age. However, because of his unique problems, this very important stage of identity formation may have become more than the child was prepared to handle. He became more aware of the differences between his Indian culture and the non-Indian culture. He was often stereotyped by the outside society. He may have felt pressure or gained relief in fulfilling the stereotype others have had of him.

As the American Indian adolescent began to reach the young adult stage, he too started wanting and thinking of things for his future. But because of the self concept developed in earlier stages, he felt the outside world of competition may be too much for him. These feelings of inferiority along with all the wants of the young adult lead to a state of overwhelming frustration and thus, for many, lead to total withdrawal, excessive drinking, and suicide.

Family Background Characteristics
(Stephen Lee Kristic)

The literature reviewed concerning the family factors that affect the dropout, its cause, cure, and prevention, was extensive. Because there was so much written on the subject, the following material presents pertinent material in the areas surrounding the relationship of family to child; parental attitude toward education; type of home; and size of family and birth order.

Introduction

There is a relationship between the type of family in which a child is socialized and his school performance. The amount of independence or dependence a child brings to his years of formal schooling can affect whether he performs at his best or begins to feel for whatever reasons he may as well no longer try to perform at all. Erikson wrote, "Human childhood is long, . . . we must learn not to break his growing spring . . ." (Erikson, 1956, p. 300). While Herzog was not primarily concerned with the question of independence,

he stated that "the basic psychological issue of the extended household societies was dependency or 'growing up'" (Herzog, 1962, pp. 328-333).

Relationship of Family to Child

Within the nuclear family it is very possible that, as Kessing pointed out, the child "may possibly have intensive contact with few persons other than those two always-looming giants, his father and mother" and that nuclear family children "are probably in a more vulnerable and insecure position than has been so under any other form of family organization" (Keesing, 1959, p. 269). The family gives the child a sense of security, a companionship and belonging to each of its members; it also bestows a sense of purpose and direction, of achievement and of personal worthwhileness. The family is a buffer, a filter and a bridge.

> Families in the Alaskan native culture have the primary responsibility for the socialization of children. It is within the family that the child first begins to understand his relationships to others and to become aware of the world around him (Frost and Hawkes, 1966, pp. 382-389).

Parental Attitude Toward Education

In many studies the apathy of the parents toward education was considered a contributing factor to the dropout situation. Class and family cultures have furnished the child certain beliefs about the school system, and perceptions of what it has offered him.

> If his family regards education lightly, is unable or refuses to contribute small sums to meet increasing financial needs, or has 'a bad reputation,' the youngster develops stronger motives to escape from school than he does to continue (Hollingshead, 1949, pp. 329-359).

Not only were many Alaskan parents themselves uneducated, they also had a meager understanding of the requirements for success in school. Therefore, they could not help their children with academic content, skills in conduct, or in kindling aspiration for continued education. "Great hostility was expressed toward the schools by parents and other community members because of a similar lack of understanding of the schools' function and educational objectives" (Ray, 1962, p. 298). Ray stated that there was a lack of pressure to complete a defined number of years of school because of the lack of understanding the Alaskan native parents had of the school programs. Since the child began his earliest social experiences within the intimacy of the primary family group and inasmuch as the influences of the broader social environment upon his psychosocial development were mediated through the family, it was this social group which probably exerted the primary forces which influenced his persistency in or early withdrawal from school. In a study by Kahl it was found that those boys who planned to attend college were encouraged by parents, whereas with those who did not plan to attend college, such encouragement was not present or at least was not as evident (Kahl, 1953, pp. 186-203).

Parents of the native children had low ambitions for the educational careers of their children, and what ambitions they had, they could not communicate for lack of proper models or because they were in the dark about the operational steps or means necessary for preparing the child to take advantage of the available learning opportunities. The only idea that the older adults

felt about the content of the school curriculum was that the end result was the ability to read and write (Ray, 1962, p. 95). Havighurst agreed stating that a socially disadvantaged child lacked a family environment which set an example of reading and provided objects to challenge him (Havighurst, 1965, pp. 455-458). One article on high school dropouts described the typical dropout's parents as being people who were completely unimpressed with the value of education. They often openly scorned "book learning." The family was likely to regard school as depriving the potential earning which the child could be contributing to the family (National Education Association, 1960, p. 11).

Some of the parents in the study by Ray expressed the opinion that "too much education makes the child different" and "he doesn't feel comfortable anymore in the village." High school education "makes some children feel that they are better than others or makes them act like a white man" (Ray, 1962, p. 119). These opinions contributed to parental ambivalence about encouraging children to continue in high school.

Within the native family the children were rarely permitted to be alone; this pattern continued through life. "There is relatively little frustration of his needs, and he learns to expect a high level of gratification from the members of his family" (Ray, 1962, p. 106). As a native child was reared into parenthood, these basic culturalistic traits became embedded in the child-rearing practices. Ray further stated:

> There exists a pervasive fear among the older people that if their children leave them, they will be left helpless with no one to depend

> on. A request or even suggestion from a parent to return home from school would be unquestionably obeyed (Ray, 1962, p. 109).

In Ray's study he produced various picture stories which the Eskimo students interpreted. They indicated worry and anxiety when a young person either was separated from his family or was contemplating separation. Ray further stated that:

> The warmth and intimacy of family relationships even contribute to dropping out in the sense that the absence of significant and warm relationships in school make life too lonely and too unhappy for the majority of students who must leave homes and attend high school. The tremendous void created by the move from home to boarding school cannot be discounted but presents a serious contributing factor to drop-out (Ray, 1962, pp. 306-307).

Type of Home

There has been an abundance of studies related to the question of type of home--broken or intact--from which the dropout came. Most studies have found that the dropout, more frequently than the persister, came from a broken home. The dropout who lived with his natural parents seemed to have a more satisfying home influence (Utah State Board of Education, 1966, p. 56). Lanier defined a broken home as any home situation other than a student's living with both of his natural parents (Lanier, 1949, pp. 205-212). There were many situations in which a family could be broken: living alone, with one real parent, one real parent and one step parent, foster or adoptive parents, or other relatives. In the recent thesis on Alaskan Native Dropouts it was found that there was a significant difference between the student who had lived most

of his life with both of his parents and one who was not living with both real parents in regard to being a native (Elias, 1971, p. 92).

When the number of siblings, family head's education, and occupation of family head were held constant, Duncan found that growing up in an intact home rather than a broken home resulted in 0.98 years more schooling for a boy. "Whether the boy is living in an intact or broken home, is a factor which may both index the salience of the family context to the boy and directly influence the duration of his schooling" (Duncan, 1965, p. 10).

In combining experimental and control groups of children from broken homes as compared with those from homes which were intact, Deutsch found the broken-home group to be significantly inferior in scholastic performance (Deutsch, 1960, p. 9). Ray found that a proportionately higher number of parents of dropouts in the Alaskan culture were deceased, which may have caused, especially the boy whose father died, to have left school and come home to help. Continuing, Ray stated that the American society:

> would provide other solutions, and the teenager would remain in school. However, in Alaskan native society expectations are such that older children assumed required household responsibilities as the need appears (Ray, 1962, p. 307).

Size of Family and Birth Order

Many studies have been conducted to determine if the size of the family from which the dropout came might have some bearing on the dropout situation. Within the Alaskan native culture the size of the family was sometimes "enlarged" because of the necessary overcrowding. Ray indicated that

"the low income families cannot provide adequate housing, thus there is a lack of space for study and privacy and too few hours of uninterrupted sleep because of the necessary overcrowding" (Ray, 1962, p. 305).

Dillion found no relationship between family size and dropping out of school (Dillion, 1949, p. 20). A report from the research division of the National Education Association found several doctoral dissertations that reported significant differences in the sizes of families of dropouts and graduates (National Education Association, 1967, p. 23).

Duncan found that as there was a decrease of one in the number of siblings within a family, there was an increase of 0.24 school years completed, when head's education, head's occupation score, and family type were held constant (Duncan, 1965, p. 10).

Ray developed a hypothesis that "the ordinal position of the child in the family might be a factor in dropout; conceivably the eldest child might be expected to leave school in order to help at home.". The results showed that most of the dropouts were in the middle ordinal position. The conclusion was that sibling position of dropouts was not significant (Ray, 1962, p. 307).

Bowman and Matthews found that when students were compared with graduates matched on IQ and/or social economic status, dropouts were less often "only" or "first" born children (i.e., persisters were more often only or oldest children) (Bowman and Matthews, 1960, p. 30). In contradiction, Cook agreed with Ray that children with older and younger siblings were more likely to drop out than those who were oldest or youngest children in their

family. Duncan studied white male dropouts from intact homes finding a higher percent of dropouts when they were the only child in the home than for the boy who shared the home with one other child (Duncan, 1965, p. 215).

Summary

The Alaskan native child found an intense relationship with few people except parents and siblings. The family, in the main, transmitted the culture including certain beliefs about education which define the school system in the eyes of parents inexperienced with school programs. Since many parents have limited educational background and experience, and many negative experiences, these same values might be passed along to the children.

A large number of studies revealed that dropouts came from broken homes. This situation has placed more responsibility on Alaskan natives to take up the slack if need be and help support the family. Studies suggested that the size of the family may or may not contribute to dropping out of school. At the present there appeared to be considerable disagreement in research as to whether birth order had a bearing on the dropout problem.

The literature concerning the dropout situation and the family factors related to it was extensive. However, no material could be found comparing dropouts above late teen years and dropouts below late teen years. The major focus of recent literature on family factors affecting the dropout dealt with the entire spectrum of high school age dropouts, neglecting the comparison of secondary school dropouts over a certain age and those under a certain age.

There was some mention in Alaskan literature related to the different household responsibilities of older and younger Alaskan natives, but no concise comparison of this dichotomy was found.

CHAPTER III

METHODOLOGY

In the preceding chapters the general problem under consideration has been stated. The hypothesis to be tested and questions to be answered have been set forth, and related literature has been reviewed. This chapter focused on the specific methods and procedures used in collecting and analyzing data.

Population Studied

The population was composed of Alaskan native students who left school between grades nine and twelve during the 1969-1970 school year. A total of 415 native students were reported to have left school for reasons other than direct transfer during that school year. Of this population, a sample of 257 was studied, 128 eighteen years of age and older, and 129 seventeen years of age and younger.

Source of Information

An interview survey was developed and used in collecting data from the selected population by seven students of the Graduate School of Social Work, University of Utah. These students were placed throughout the five Alaskan Bureau of Indian Affairs agencies during the summer of 1970. The data

collected was then transferred and punched on key-sort cards for computer tabulation. This information was then computer programmed into various dichotomies of which this project was one.

Meetings were held with Dr. Griffiths throughout the summer of 1971. Specific portions of the project were assigned to group members. Each researcher formed his own question concerning the dichotomy of Alaskan native dropouts 18 years of age and older and those below the age of 18, and assumed responsibility for analyzing the data he found to evaluate his question. The membership of this thesis group, and the subjects compared, evaluated, and studied, were as follows:

Winston Clayton--What were the similarities and differences in general characteristics, other than family factors and self concept, between the adolescent dropout and young adult dropout.

Eddie Brown--What were the similarities and differences in self concept between the Alaskan native adolescent high school dropout and young adult high school dropout.

Stephen Kristic--What were the similarities and differences in family factors between the Alaskan native dropouts 18 years of age and older to those 17 years of age and younger.

The presentation and interpretation of the data derived from the study were included in each individual chapter.

Statistical Treatment

After the information from the computer was obtained, each researcher in the group transferred his data to a tabulation form and an analysis was made of the similarities and differences between groups. The significance of the difference was determined by the Chi square test. The results were considered significant at the .05 level of confidence. In a few instances where significance on the Chi square test exceeded the .05 level, the level at which significance was found was specifically indicated.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

General Characteristics

The writer has attempted to show and analyze data that were related to the following question: What were the similarities and differences in general characteristics, other than family factors and self concept, between the adolescent and young adult dropouts?

Out of a sample of 257 Alaskan native dropouts, 129 were adolescents, while 128 were young adults.

Similarities

The following data supported the null hypothesis showing no significant differences: There were 48.1 percent male and 51.9 percent female adolescents; 53.1 percent male and 46.9 percent female young adults.

Data presented in Table 1 indicated that out of 129 adolescents, 31 returned to school after leaving, while out of 128 young adults, 34 returned (see Table 1).

TABLE 1

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WHO RETURNED TO SCHOOL AFTER LEAVING ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Yes	31	24.0	34	26.6
No	98	76.0	91	71.1
No Response	—	—	—	—
Total	129	100.0	128	100.1

Interpretation

The writer attributed the similarity of responses to the fact that adolescents and young adults were not any different in their desire to either return or not return to school.

Fifty-one percent of the adolescents, and 44.6 percent of the young adults felt that poor grades had little to do with their dropping out of high school (see Table 2).

TABLE 2

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WHO RESPONDED TO HOW POOR GRADES AFFECTED THEIR LEAVING SCHOOL
ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A Great Deal	11	8.5	18	14.1
Some	52	40.3	51	39.8
Hardly Any	26	20.2	28	21.9
None	40	31.0	29	22.7
No Response	—	—	2	1.6
Total	129	100.0	128	100.1

Interpretation

Not only did adolescents and young adults respond similarly around poor grades, they also responded similarly to: trouble with teachers, trouble where dropouts lived, and trouble with students. Each response further suggested that age had little to do with reasons for dropping out of school.

Table 3 showed that 38 percent of the adolescents and 40.6 percent of the young adults felt they were passing their classes when they left school.

TABLE 3

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS ACCORDING TO WHAT THEIR GRADES WERE AT THE TIME OF LEAVING SCHOOL ALASKAN NATIVE DROPOUT STUDY 1969-70

Grades	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Passing	49	38.0	52	40.6
Failing	25	19.4	29	22.7
Unknown	54	41.9	46	35.9
No Response	1	.8	1	.8
Total	129	100.1	128	100.0

Interpretation

As the writer viewed it, adolescents and young adults received their grades in school in much the same way as was evidenced in that a majority of both believed they were passing.

Sixty-nine percent of the adolescents and 70.4 percent of the young adult felt that more than half of their friends would get further education and training (see Table 4).

TABLE 4

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS AS TO WHETHER THEY THOUGHT THEIR BEST FRIENDS WOULD GET FURTHER EDUCATION
ALASKAN NATIVE DROPOUT STUDY 1969-70

Dropout's Best Friends	Adolescent		Young Adult	
	Number	Percent	Number	Percent
None of them	9	7.0	2	1.6
Not very many	30	23.3	36	28.1
Half	31	24.0	28	21.9
Most of them	50	38.8	55	43.0
All of them	8	6.2	7	5.5
No Response	1	.8	0	0
Total	129	100.1	128	100.1

Interpretation

It was important to note that while a majority of adolescents and young adults felt that more than half of their best friends would get further education or training, only a few of the dropouts themselves would return to school.

This writer felt it was inconsistent for dropouts to not get further education when they knew that more than half of their best friends would.

Sixty-nine percent of the adolescents and 63.3 percent of the young adults had left school only one time (refer to Table 5).

TABLE 5

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN HOW MANY TIMES THEY LEFT SCHOOL ALASKAN NATIVE DROPOUT STUDY 1969-70

Number of Times Leaving School	Adolescent		Young Adult	
	Number	Percent	Number	Percent
1	89	69.0	81	63.3
2	19	14.7	28	21.9
3	13	10.1	12	9.4
4	6	4.7	6	4.7
None	2	1.6	0	0
No Response	0	0	1	.8
Total	129	100.1	128	100.1

Interpretation

It was important to note that a majority of adolescents and young adults only left school once. Again it demonstrated that there was little difference between adolescents and young adults.

Twenty-five percent of the adolescents and 35.9 percent of the young adults indicated they had repeated at least one grade (refer to Table 6).

TABLE 6

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN HOW MANY TIMES THEY REPEATED ANY GRADES ALASKAN NATIVE DROPOUT STUDY 1969-70

Number of Times Repeated Grades	Adolescent		Young Adult	
	Number	Percent	Number	Percent
1	32	24.8	46	35.9
2	15	11.6	16	12.5
3	4	3.1	5	3.9
4 or more	2	1.6	1	.8
None	75	58.1	59	46.1
No Reponse	1	.8	1	.8
Total	129	100.0	128	100.0

Interpretation

More young adults repeated grades than adolescents, but it only approached a significant difference. The fact that more young adult dropouts did repeat a grade could mean they disliked school more, having spent more years in school than adolescents.

Forty-four percent of the adolescents and 40.6 percent of the young adults spent a major part of their time helping at home after leaving school (refer to Table 7).

TABLE 7

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN WHAT OCCUPIED THE MAJOR PART OF THEIR TIME SINCE THEY LEFT SCHOOL ALASKAN NATIVE DROPOUT STUDY 1969-70

Occupied Time After Leaving School	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Employed	27	20.9	33	25.8
Unemployed	17	13.2	10	7.8
Military	0	0	4	3.1
Vocational Training	0	0	4	3.1
Helping at home	57	44.2	52	40.6
Re-enrolled in school	6	4.7	8	6.3
Married-housewife	8	6.2	10	7.8
Other	14	10.9	6	4.7
No Response	—	—	1	.8
Total	129	100.1	128	100.0

Interpretation

It was important to note that adolescents and young adults did not drop out of school for different reasons. Both groups equally sought employment, and helped at home after leaving school.

Forty-nine percent of the adolescent and 43.8 percent of the young adults had one job while 23.3 percent of the adolescents and 34.4 percent of the young adults had two to three jobs since they left school. The second pair of frequencies approached a significant difference (refer to Table 8).

TABLE 8

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS REGARDING NUMBER OF JOBS THEY HAD AFTER LEAVING SCHOOL
ALASKAN NATIVE DROPOUT STUDY 1969-70

Number of Jobs After Leaving School	Adolescent		Young Adult	
	Number	Percent	Number	Percent
1	63	48.8	56	43.8
2	18	14.0	32	25.0
3	12	9.3	12	9.4
4	0	0	2	1.6
5	0	0	1	.8
6	2	1.6	2	1.6
7	1	.8	0	0
8	0	0	0	0
9 or more	1	.8	0	0
No Response	32	24.8	23	18.0
Total	129	100.1	128	100.2

Interpretation

Although the second pair of percentages approached significance, the first pair of percentages showed no difference between adolescents and young adults in getting a job. Therefore, getting a job had little to do with being an adolescent or young adult dropout.

Seventy-eight percent of the adolescents and 85.1 percent of the young adults thought making a great deal of money was important in what they wanted to do for a living (see Table 9).

TABLE 9

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN WHAT DEGREE MONEY MEANT IN CHOOSING WHAT THEY WANTED TO DO FOR A LIVING ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Very important	30	23.3	30	23.4
Quite important	38	29.5	32	25.0
Somewhat important	32	24.8	47	36.7
Not very important	22	17.1	13	10.2
Not at all important	5	3.9	4	3.1
No Response	2	1.6	2	1.6
Total	129	100.2	128	100.0

Interpretation

Not only did adolescent and young adult dropouts respond the same about wanting a great deal of money, both groups also wanted: (1) to have people look up to them and respect them, (2) to have a lot of friends and work with people, (3) to have a steady job with security, (4) to have pride in doing

a good job, and (5) to develop their skills and ambitions. Their aspirations for positive life experiences were similar for both groups, and consistent with those of other youth reported in the review of literature.

Differences

The following data did not support the null hypothesis showing that some significant difference between adolescent and young adult dropout did exist.

Significantly more of the young adult dropouts were Eskimos (53.1 percent) when compared to the adolescent group (40.3 percent). See Table 10 for the distribution according to ethnic background. There was a significant difference at the .05 level between adolescent and young adult Eskimos.

TABLE 10

COMPARISON OF ADOLESCENT AND YOUNG ADULT
ALASKAN NATIVE HIGH SCHOOL DROPOUTS
ACCORDING TO ETHNIC BACKGROUND
ALASKAN NATIVE DROPOUT STUDY 1969-70

Race	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Eskimo	52	40.3	68	53.1
Aleut	12	9.3	3	2.3
Interior Indian	22	17.1	28	21.9
Southeast Indian	33	25.6	22	17.2
Mixed	10	7.8	6	4.7
Caucasian	0	0	1	.8
Negro	0	0	0	0
Other	0	0	0	0
Total	129	100.1	128	100.0

Interpretation

As the Eskimo reached young adulthood he perhaps became more responsible for himself or his family and dropped out of school to meet his own desire to independence or perhaps his family expectations. This could be one reason for more young adult Eskimos leaving school than adolescent Eskimos.

It was found that 50.4 percent of the adolescents and 73.4 percent of the young adults lived in communities with less than 1,000 population. Significantly more young adult dropouts lived in communities with populations less than 1,000 (refer to Table 11).

TABLE 11

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS ACCORDING TO THE SIZE OF COMMUNITY IN WHICH THEY LIVED MOST OF THEIR LIFE ALASKAN NATIVE DROPOUT STUDY 1969-70

Size of Community	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Less than 50 to 1,000 population	65	50.4	81	73.4
More than 1,000 population	64	49.6	44	24.3
No Response	0	0	3	2.3
Total	129	100.0	128	100.0

Interpretation

Having lived in a small community, the young adult dropout may have formed stronger ties with friends and families than the young adult from a larger community. His desire to be with his friends and relatives increased as he matured. His main desires were perhaps to get married, find a job and raise a family.

Sixty-seven percent of the adolescents and 43.8 percent of the young adults were making plans to return to regular school. Significantly more adolescent than young adult dropouts were planning to return to regular school (refer to Table 12).

TABLE 12

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS TO WHAT PLANS THEY HAD MADE FOR THE FOLLOWING YEAR ALASKAN NATIVE DROPOUT STUDY 1969-70

Plans	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Return to regular school	87	67.4	56	43.8
Work	9	7.0	9	7.0
Attend vocational school	3	2.3	21	16.4
Military service	1	.8	7	5.5
Marriage	1	.8	8	6.3
Other definite plans	4	3.1	3	2.3
No definite plans	24	18.6	23	18.0
No Response	—	—	1	.8
Total	129	100.0	128	100.0

Interpretation

It was interesting to note that 16.4 percent of the young adult dropouts planned to attend vocational school, while only 2.3 percent of the adolescent dropouts had made plans to attend a vocational school. The writer could see that as a dropout matured, vocational training for the purpose of learning a trade was more important when he was contemplating marriage and a family.

Summary

Adolescent and young adult dropouts were similar: (1) in the number who returned to school, (2) in the number with poor grades, (3) in the number whose best friends would return to school or not, (4) in how many times they left school, (5) in how many times they repeated a grade, (6) in what occupied the major part of their time since leaving school, and (7) in how many jobs they had after leaving school. Adolescent and young adult dropouts differed significantly on the following: (1) more young adults were Eskimos, (2) more young adults were from small communities, and (3) more young adults intended to return to vocational school while more adolescents intended to return to regular school.

Self Concept Characteristics

The intent of this section was to answer the question, "What were the differences and similarities in self concept between the adolescent Alaskan native high school dropout (N = 129) and the young adult Alaskan native high school dropout (N = 128).

The self concept related statements chosen from the questionnaire were:

1. If I set my mind to it, I can do anything I want. Agree or disagree.
2. Looking at yourself in comparison with other classmates, how do you feel that you rank in terms of overall ability?
3. It doesn't do much good to plan for the future. Agree or disagree.
4. There is little use in studying hard because you get the same grade anyway. Agree or disagree.
5. What I do will have little effect on what happens to me. Agree or disagree.
6. Life as most people live it is really meaningless. Agree or disagree.

In this researcher's opinion these were major questions of consequence in determining the students' feelings toward himself and his environment.

Differences

An evaluation of the data in response to the statement, "If I set my mind to it, I can do anything I want," showed a significant difference

(.01 level) with fewer of the adolescents agreeing when compared to the young adult group.

TABLE 13

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN RESPONSE TO THE QUESTION, "IF I PUT MY MIND TO IT, I CAN DO ANYTHING I WANT," ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Agree	91	70.5	110	85.9
Disagree	38	29.5	18	14.1
Total	129	100.0	128	100.0

The findings showed that 110 (85.9 percent) of the young adult group agreed to the statement as compared to only 91 (70.5 percent) of the adolescents questioned.

One would expect from the studies presented in the Review of Literature, that these findings would be just the reverse; with the young adult group having a lower percentage of students agreeing with the above statement, than those of the adolescent group. The Review of Literature suggested that the greater number of failures experienced by older adolescents resulted in a lower self concept and therefore a smaller number agreeing to the statement, "If I set

my mind to it, I can do anything I want." However, a more positive response by the young adult would seem to indicate that he had a more positive self concept than the adolescent.

In response to the second statement, "Looking at yourself in comparison with other classmates, how do you rank yourself in terms of overall ability," it was revealed that 83 (64.8 percent) of the young adults rated themselves above average in comparing overall ability with their classmates, while only 71 (55.1 percent) of the adolescents rated themselves above average in response to the same statement.

TABLE 14

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN RESPONSE TO THE QUESTION, "LOOKING AT YOURSELF IN COMPARISON WITH YOUR OTHER CLASSMATES, HOW DO YOU FEEL THAT YOU RANK IN TERMS OF YOUR OVERALL ABILITY," ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Above average	71	55.1	83	64.8
Below average	57	44.1	43	33.6
No Response	1	.8	2	1.6
Total	129	100.0	128	100.0

Although there was not a significant difference in the results of the data, the response of the two age groups showed a strong trend toward significant difference, and again the difference found was in reverse of what would have been expected from the material found in the Review of Literature.

A slight trend toward a significant difference was revealed in the response to the statement, "It doesn't do much good to plan for the future."

TABLE 15

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN RESPONSE TO THE QUESTION, "IT DOESN'T DO MUCH GOOD TO PLAN FOR THE FUTURE," ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Agree	43	33.3	34	26.6
Disagree	86	66.7	94	73.4
Total	129	100.0	128	100.0

An evaluation of these data indicated that 34 (26.6 percent) of the young adults agreed with the negative statement, while only 43 (33.3 percent) of the adolescents agreed.

From the evaluation of the above data which showed significant difference, and trends approaching significant difference, the results found

revealed that the adolescent Alaskan native high school dropout gave a more negative response to the statements involved than did the young adult Alaskan native high school dropout.

From the Review of Literature one would have expected that the young adult, having reached the stage of total frustration of knowing what he wanted in life and realizing how impossible it would be for him to obtain this, would have responded in a more negative manner than the adolescent dropout. However, just the reverse was indicated by the data considered.

Similarities

Both the adolescent and the young adult groups responded in a similar manner to the statement, "There is little use in studying hard because you get the same grade anyway."

TABLE 16

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN RESPONSE TO THE QUESTION, "THERE IS LITTLE USE IN STUDYING HARD BECAUSE YOU GET THE SAME GRADE ANYWAY," ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Agree	27	20.9	26	20.3
Disagree	102	79.1	102	79.7
Total	129	100.0	128	100.0

Here it was shown that 27 (20.9 percent) of the adolescents agreed with the statement, as did 26 (20.3 percent) of the young adult group.

The response to the statement, "What I do will have little effect on what happens to me," showed much of the same similar results.

TABLE 17

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN RESPONSE TO THE QUESTION, "WHAT I DO WILL HAVE LITTLE EFFECT ON WHAT HAPPENS TO ME," ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Agree	52	40.3	46	35.9
Disagree	77	59.7	82	64.1
Total	129	100.0	128	100.0

These data indicated that 52 (40.3 percent) of the adolescent group and 46 (35.9 percent) of the young adult group agreed with the statement.

To the statement, "Life as most people live it is really meaningless," 35 (27.1 percent) of the adolescent group along with 41 (32.0 percent) of the young adult group agreed with the statement.

TABLE 18

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS IN RESPONSE TO THE QUESTION, "LIFE AS MOST PEOPLE LIVE IT IS REALLY MEANINGLESS," ALASKAN NATIVE DROPOUT STUDY 1969-70

Response	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Agree	35	27.1	41	32.0
Disagree	94	72.9	86	67.2
No Response	—	—	1	.8
Total	129	100.0	128	100.0

Although no significant difference was found in the above data, the researcher was troubled by the high degree of negativism displayed by both age groups. The studies revealed that in both the adolescent and young adult dropout groups, the high degree of negativism showed a direct relationship to their inability to effect their own future. Of the total number of dropouts questioned, both adolescents and young adults (N = 257), fifty-three dropouts (20.6 percent) responded in a negative manner toward the possibility of improving their grades through more effort in studying. Ninety-eight dropouts (38.1 percent) felt that their present actions wouldn't affect their future. Seventy-six dropouts (29.5 percent) felt that life, as most people live it, was meaningless.

These percentages were not in a majority, but they were certainly outstanding enough to be questioned. One could conclude from such a large number of negative responses that the self concepts of these students were very low.

Summary

On the basis of the above findings the null hypothesis which stated that there will be no significant difference in the comparison of the adolescent Alaskan native high school dropout and the young adult Alaskan native high school dropout in relation to their self concept, was rejected since there was a significant difference found in the response to the statement, "If I set my mind to it, I can do anything I want." This significant difference was supported by the two statements that followed which indicated a trend toward significant difference (refer to Tables 2 and 3).

Although there were no significant differences, the high degree of negativism in many of the responses must be noted and considered when looking at the low self concept of these dropout students.

Family Background Characteristics

Family Factors

The following section, including tables presented the responses of 129 adolescent dropouts and 129 young adult dropouts to each question by comparing the two groups and the numbers and percentages to each response. The comparison was made to determine what differences or similarities in family factors existed between the 17 year old and under native dropouts and the 18 year old and older native dropouts.

A large percentage of the families of both the adolescent and young adult dropouts were characterized by factors which would point toward instability in basic family relationships. The data in Table 19 were compiled from the response to the question, "Who did you live with most of your life?" (see Table 19).

In comparing both groups in relation to living with both real parents a significant difference was approached. The percentage of adolescent dropouts was 59.7 percent and 70.3 percent for the young adult dropouts. It was interesting to note that a higher percentage of 18 year olds and over lived most of their lives with their parents. It may be possible that the older native students remained either longer in school or entered school at a later time because they were living with both real parents. As before mentioned, a large percent of both groups, adolescents (40.3 percent) and young adults (29.7 percent) lived most of their lives with other than both real parents.

There appeared to be no difference in the dichotomy although it did approach significance in relation to living with both real parents. Whether the dropout was above or below seventeen years of age appeared to not have been affected by who the dropout lived with most of his life.

TABLE 19

COMPARISON OF ADOLESCENT AND YOUNG ADULT
ALASKAN NATIVE HIGH SCHOOL DROPOUTS
WITH REGARD TO WHO THEY LIVED
WITH MOST OF THEIR LIVES
ALASKAN NATIVE DROPOUT STUDY 1969-70

Who Did You Live With Most of Your Life?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Alone	0	0.0	0	0.0
Both real parents	77	59.7	90	70.3
One real parent	21	16.3	17	13.3
One real parent and one step parent	13	10.1	11	8.6
Foster or adoptive parents	9	7.0	6	4.7
Other relatives	8	6.2	2	1.6
Other	1	.8	1	.8
No Response	0	0	1	.8
Total	129	100.1	128	100.1

See Table 20 for a compilation of data in response to the question, "Who do you now live with?"

TABLE 20

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO WHO THEY NOW LIVE WITH ALASKAN NATIVE DROPOUT STUDY 1969-70

Who Do You Now Live With?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Both real parents	51	39.5	54	42.2
One real parent and one step parent	25	19.4	18	14.1
Foster or adoptive parents	9	7.0	7	5.5
Other relatives	17	13.2	10	7.8
Other	27	20.9	39	30.5
Total	129	100.0	128	100.1

Both groups were very similar in their family constellation. A large percentage of both groups of dropouts, 20.9 percent adolescent and 30.5 percent young adult, answered "other" which was unknown. According to the data, although a large percentage of both groups were living with other than both real parents, the age of the dropouts did not seem to be a factor.

The responses to the question, "What is the marital status of the people you have lived with most of your life?" may be found in Table 21.

TABLE 21

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO MARITAL STATUS OF PEOPLE THEY LIVED WITH MOST OF LIFE ALASKAN NATIVE DROPOUT STUDY 1969-70

Marital Status of People Lived With Most of Life?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Married	105	81.4	99	70.3
Single	2	1.6	0	0.0
Divorced	9	7.0	8	6.3
Separated	2	1.6	3	2.3
Father deceased	7	5.4	9	7.0
Mother deceased	4	3.1	5	3.9
Both deceased	0	0.0	1	.8
No Response	0	0.0	3	2.3
Total	129	100.1	128	99.9

Table 21 indicated that a fair percentage of both groups, 18.6 percent of the adolescent and 29.7 percent of the young adult dropouts, were living with people characterized by divorce, separation, single, or deceased. Again there was no significant difference between the two groups. An analysis of the

data indicated that the age at which the native dropped out of school was not affected by marital status of people he had lived with most of his life.

The responses to the question, "Who was the head of the household where you grew up?" were found in Table 22.

TABLE 22

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HEAD OF HOUSEHOLD WHERE THEY GREW UP
ALASKAN NATIVE DROPOUT STUDY 1969-70

Who Was Head of Household Where You Grew Up?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Father	91	70.5	101	78.9
Mother	20	15.5	13	10.2
Stepfather	5	3.9	5	3.9
Stepmother	0	0	0	0
Foster father	2	1.6	1	.8
Foster mother	1	.8	1	.8
Adoptive father	2	1.6	3	2.3
Adoptive mother	0	0	0	0
Other	8	6.2	3	2.3
No Response	0	0	1	.8
Total	129	100.1	128	100.0

Although it was apparent that a fair percentage from both groups, 29.5 percent of the adolescent and 21.1 percent of the young adult dropouts, answered the question other than the real father, there was no significant difference between the groups. Thus the native dropouts may have been affected by lack of an adequate head of the household, but this did not have any differing effect on the dropout whether he was above or below seventeen years of age.

The data in Table 23 were compiled from the responses to the question, "How many children besides yourself grew up in the home?"

Both groups of dropout responses showed that a large percentage came from families of seven or more children. The largest percentage for the adolescent dropout responses was "three children," 12.4 percent, and "seven children," 12.4 percent. The highest percentage of young adult dropout responses was "seven children," 14.8 percent. There were no significant differences between the two groups in relation to number of children in the home. Each of the age groups appeared to have a high percentage of seven or more siblings within the family. But whether the native dropout is older or younger than eighteen years of age appears to have not been affected by the size of the family.

The data in Table 24 were compiled from the responses to the question, "How many brothers and sisters left school before graduating?" Both group responses showed that a large percentage had one or more siblings who left school early (see Table 24).

TABLE 23

COMPARISON OF ADOLESCENT AND YOUNG ADULT
ALASKAN NATIVE HIGH SCHOOL DROPOUTS
WITH REGARD TO AMOUNT OF CHILDREN
THAT GREW UP IN HOME
BESIDES THE DROPOUT
ALASKAN NATIVE DROPOUT STUDY 1969-70

How Many Children Besides Yourself Grew Up in the Home?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
0	0	0.0	2	1.6
1	7	5.4	1	.8
2	8	6.2	9	7.0
3	16	12.4	12	9.4
4	11	8.5	12	9.4
5	11	8.5	15	11.7
6	8	6.2	19	14.8
7	16	12.4	15	11.7
8	15	11.6	12	9.4
9	11	8.5	12	9.4
10	9	7.0	8	6.3
11	7	5.4	4	3.1
12	5	3.9	2	1.6
13	0	0.0	1	.8
14	5	3.9	2	1.6
15	0	0	2	1.6
Total	129	99.9	128	100.2

TABLE 24

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO AMOUNT OF SIBLINGS WHO LEFT SCHOOL BEFORE GRADUATION ALASKAN NATIVE DROPOUT STUDY 19[illegible]70

How Many Brothers and Sisters Left School Before Graduation?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
0	56	43.4	52	40.6
1	35	27.1	40	31.3
2	13	10.1	17	13.3
3	11	8.5	11	8.6
4	7	5.4	3	2.3
5	3	2.3	3	2.3
6	1	.8	0	0.0
7	0	0.0	0	0.0
8	1	.8	0	0.0
9	1	.8	2	1.6
No Response	1	.8	0	0.0
Total	129	100.0	128	100.0

The percentage of one or more brothers or sisters leaving school was 56.4 percent of the adolescent and 59.4 percent of the young adult dropouts. The adolescent and young adult dropouts were similar in their responses. The age at which the Alaskan native dropped out of school was not affected by the number of siblings who left school before graduating.

A large percentage of both groups under consideration felt that difficulties at home were reasons for leaving school. Note Table 25 for data compiled from the responses to the question, "How much did troubles where you live contribute to your leaving school?"

TABLE 25

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO EXTENT TROUBLES WHERE THEY LIVED CONTRIBUTED TO THEIR LEAVING SCHOOL ALASKAN NATIVE DROPOUT STUDY 1969-70

To What Extent Did Troubles Where You Lived Contribute to Your Leaving School?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	24	18.6	17	13.3
Some	33	25.6	31	24.2
Hardly any	16	12.4	12	9.4
None	56	43.4	65	50.8
No Response	0	0.0	3	2.3
Total	129	100.0	128	100.0

The dropouts' responses to this question were very similar with 44.2 percent of the adolescent dropouts and 37.5 percent of the young adult dropouts answering "a great deal" or "some." There was no significant difference between the two groups. Both groups were similar in their answers, each being affected by the difficulties at home without the age of the dropout being a difference.

Responses to the query, "To what extent do family problems contribute to your leaving school?" are shown in Table 26.

TABLE 26

COMPARISON OF ADOLESCENT AND YOUNG ADULT
ALASKAN NATIVE HIGH SCHOOL DROPOUTS
WITH REGARD TO EXTENT FAMILY PROBLEMS
CONTRIBUTED TO LEAVING SCHOOL
ALASKAN NATIVE DROPOUT STUDY 1969-70

To What Extent Did Family Problems Contribute to Your Leaving School?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	18	14.0	18	14.1
Some	23	17.8	20	15.6
Hardly any	8	6.2	12	9.4
None	80	62.0	76	59.4
No Response	0	0.0	2	1.6
Total	129	100.0	128	100.1

There was no significant difference between the two groups in this area. Although 31.8 percent of the adolescent dropouts and 31.2 percent of the young adult dropouts answered that family problems contributed to leaving school either "a great deal" or "some," this had no effect on the age of the dropout.

Responses to the question, "How happy are your parents with your choice of a life's work?" were recorded in Table 27.

TABLE 27

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HOW HAPPY THE PARENTS ARE WITH THE DROPOUTS CHOICE OF A LIFE'S WORK ALASKAN NATIVE DROPOUT STUDY 1969-70

How Happy Are Your Parents With Your Choice of a Life's Work?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
They are not at all happy	7	5.4	3	2.3
They are not very happy	9	7.0	8	6.3
They are somewhat happy	11	8.5	12	9.4
They are quite happy	12	9.3	17	13.3
They are very happy	18	14.0	21	16.4
We have never talked about it	70	54.3	64	50.0
No Response	2	1.6	3	2.3
Total	129	100.1	128	100.0

Fifty-four percent of the adolescent dropouts indicated that they had never talked with their parents about a choice of life's work as did fifty percent of the young adult dropouts. There was no significant difference noted with both groups being quite similar in their answers. According to the data, both groups had difficulty talking over their choice of a life's work with their parents. Again, the native dropout shared having difficulties with others without age being a barrier. One would assume that as a child became older the interest in his life's work would become more prominent. According to the data, the parental attitude on the native dropouts' choice in a life's work did not alter whether the native was above or below 18 years of age.

Table 28 charted the responses to the question, "Which of the above reasons is the most important for your leaving school?"

The adolescent dropouts responded most frequently to "other-specify," and then "didn't like school." The young adult dropouts responded to "didn't like school," and "other-specify," most often. The dropouts seventeen years old and under responded similarly to the dropouts eighteen years of age and older. Age was not a factor in determining the reason for leaving school. Using the data, it appeared that the reasons affecting dropping out of school were common to both groups.

TABLE 28

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO THE MOST IMPORTANT REASON FOR LEAVING SCHOOL ALASKAN NATIVE DROPOUT STUDY 1969-70

Which of the Reasons is the Most Important for Your Leaving School?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
Poor grades	9	7.0	17	13.3
Trouble with teachers	16	12.4	8	6.3
Troubles where I lived	15	11.6	15	11.7
Troubles with students	9	7.0	5	3.9
Didn't like school	21	16.3	29	22.7
Family problems	16	12.4	14	10.9
Parents' request	1	.8	5	3.9
Homesickness	12	9.3	6	4.7
Other - specify	29	22.5	29	22.7
No Response	1	.8	0	0.0
Total	129	100.1	128	100.1

Refer to Table 29 for the responses to the question, "To what extent did homesickness contribute to your leaving school?"

TABLE 29

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO THE EXTENT HOMESICKNESS CONTRIBUTED TO THEIR LEAVING SCHOOL ALASKAN NATIVE DROPOUT STUDY 1969-70

To What Extent Did Homesickness Contribute To Your Leaving School?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	10	7.8	11	8.6
Some	15	11.6	11	8.6
Hardly any	14	10.9	11	8.6
None	89	69.0	93	72.7
No Response	1	.8	2	1.6
Total	129	100.1	128	100.1

The adolescent dropouts tabulations showed 7.8 percent felt homesickness contributed "a great deal;" 11.6 percent reported "some;" 10.9 percent "hardly any;" and 69.0 percent indicated "none." The young adult dropout responses were similar with 8.6 percent indicating that they thought homesickness contributed to their leaving school "a great deal;" 8.6 percent answered "some;" 8.6 percent answered "hardly any;" and 72.7 percent

reported that homesickness did not contribute to leaving school. There was no significant difference between the two groups in relation to this question. Whether the dropout was over or under 17 years old, the response to homesickness was similar.

A small percentage of both the adolescent and young adult dropouts was supported by persons other than the family. Responses to the question, "How much do the father and mother contribute to the support of your family?" are recorded in Table 30.

TABLE 30

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HOW MUCH THE PARENTS CONTRIBUTED TO SUPPORT OF THE FAMILY ALASKAN NATIVE DROPOUT STUDY 1969-70

How Much Do the Parents Contribute to the Support of Your Family?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	96	74.4	85	66.4
Some	18	14.0	24	18.8
Not much	3	2.3	12	9.4
None	11	8.5	6	4.7
No Response	1	.8	1	.8
Total	129	100.0	128	100.1

Seventy-four percent of the adolescent dropouts and sixty-six percent of the young adult dropouts answered "a great deal" to this question, followed by 14.0 percent of the adolescent and 18.9 percent of the young adult dropouts answering "some" to the question. This left a small percentage of adolescent dropouts (10.6 percent), and young adult dropouts (14.1 percent) who felt that their father and mother contributed "not much" or "none." The groups of dropouts were similar in their responses to the amount of contribution the father and mother made in support of the family. A difference in age had no effect on the dropouts' answers. A large percentage of family support was seen by the native dropout whether below or above 17 years of age.

The data given in Table 31 were from the answers to the question, "How much do hunting and fishing contribute to the support of your family?"

According to the responses, 67.4 percent of the adolescent dropouts and 62.5 percent of the young adult dropouts felt that hunting and fishing contributed "a great deal" or "some" to family support. There was no significant difference between the two groups of dropouts. The native dropouts saw hunting and fishing as important means to family support as this seemed to be a regular theme which didn't change as the native became older.

TABLE 31

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HOW MUCH HUNTING AND FISHING CONTRIBUTED TO SUPPORT OF THE FAMILY ALASKAN NATIVE DROPOUT STUDY 1969-70

How Much Does Hunting and Fishing Contribute to the Support of the Family?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	47	36.4	42	32.8
Some	40	31.0	38	29.7
Not much	24	18.6	28	21.6
None	17	13.2	19	14.8
No Response	1	.8	1	.8
Total	129	100.0	128	99.7

The responses to the question, "How much do you contribute to support of the family?" were tabulated in Table 32.

The adolescent and young adult dropouts were similar in their answers. A fair percentage of the dropouts saw themselves as contributing to the support of the family.

TABLE 32

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HOW MUCH THE DROPOUT CONTRIBUTED TO SUPPORT OF THE FAMILY ALASKAN NATIVE DROPOUT STUDY 1969-70

How Much Did You Contribute to Support of the Family?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	7	5.4	13	10.2
Some	39	30.2	42	32.8
Not much	29	22.5	30	23.4
None	53	41.1	42	32.8
No Response	1	.8	1	.8
Total	129	100.0	128	100.0

The responses to the question, "How much did relatives contribute to the support of the family? were found in Table 33.

There was no significant difference between the two groups, which saw relatives as contributing little to family support.

TABLE 33

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HOW MUCH RELATIVES CONTRIBUTED TO SUPPORT OF THE FAMILY ALASKAN NATIVE DROPOUT STUDY 1969-70

How Much Did Relatives Contribute to the Support of the Family?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	8	6.2	3	2.3
Some	22	17.1	20	15.6
Not much	18	14.0	20	15.6
None	80	62.0	83	64.8
No Response	1	.8	2	1.6
Total	129	100.1	128	99.9

The data gathered from the answer to the question, "How much do friends contribute to support of the family?" were presented in Table 34.

Referring to the data, the age of the dropout had no relevance on how he saw the family supported by friends, as both groups were quite similar in their responses.

TABLE 34

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HOW MUCH FRIENDS CONTRIBUTED TO SUPPORT OF THE FAMILY ALASKAN NATIVE DROPOUT STUDY 1969-70

How Much Did Friends Contribute to Support of the Family?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	5	3.9	4	3.1
Some	14	10.8	17	13.3
Not much	19	14.7	15	11.7
None	89	69.0	90	70.3
No Response	2	1.6	2	1.6
Total	129	100.1	128	100.0

The responses to the question, "How much do others contribute to support of the family?" were compiled in Table 35.

Both adolescent and young adult dropouts showed that their families received very little support from others. There was no significant difference as both groups answered similarly. Age difference was not a factor in the dropouts' responses as to how much others contributed to support of the family.

TABLE 35

COMPARISON OF ADOLESCENT AND YOUNG ADULT ALASKAN NATIVE HIGH SCHOOL DROPOUTS WITH REGARD TO HOW MUCH OTHERS CONTRIBUTED TO SUPPORT OF THE FAMILY ALASKAN NATIVE DROPOUT STUDY 1969-70

How Much Did Others Contribute to Support of the Family?	Adolescent		Young Adult	
	Number	Percent	Number	Percent
A great deal	6	4.7	2	1.6
Some	6	4.7	9	7.0
Not much	11	8.5	7	5.5
None	103	79.8	109	84.4
No Response	3	2.3	2	1.6
Total	129	100.0	129	100.1

Summary

In this study of the family factors between the Alaskan native dropouts 17 years of age and under and those 18 years of age and older, no differences appeared as the dropouts reflected similarly in all aspects without any significant differences. The null hypothesis was accepted. There were much data in support of various factors which might be detrimental to the native student and cause a dropout situation. From the data in this study the age at which dropping out occurred was not related to the family factors. As the student dropped out

of secondary school. any factors which may be related to the family did not affect those native [illegible] above or below 17 years of age any differently.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

General Characteristics

Conclusions

1. The Alaskan native high school adolescent and young adult dropouts were equally as likely to be male as female; were single as opposed to married; had dropped out of school at least one time, and were equally planning to return to school.

2. The adolescent and young adult Alaskan native high school dropout had a variety of reasons for leaving school. The largest single reason for leaving was poor grades. Out of both groups, 44.8 percent of the adolescents and 53.9 percent of the young adults, felt poor grades contributed to their dropping out; although at the time, 48 percent of the adolescents and 52 percent of the young adults felt they were passing their classes.

3. Significantly more young adults (72.4 percent) than adolescents (50.4 percent) came from a village with a population of less than 1,000. More young adults (68 percent) than adolescents (52 percent) were Eskimo; and more young adults (16.4 percent) than adolescents (2.2 percent) were planning on attending a vocational school instead of a regular school.

Recommendations

1. It was recommended that more vocational schools be provided in Alaska and less emphasis be placed upon attending a regular school for the fact that more young adult dropouts wanted to go to a vocational school rather than return to regular school work.

2. It was recommended that a modified individual educational program be implemented to help reduce the anxiety level of those who were having difficulty in understanding regular class material.

3. It was recommended that more research be conducted with Alaskan native high school adolescents and young adults who came from nearly the same ethnic background (such as Eskimo) and village size (such as less than 1,000) to see if there may be a significant difference between the two groups in relation to whether they drop out of school or not.

Self Concept Characteristics

Conclusions

It has been noted in an earlier section that there was a significant difference in the self concept of the adolescent dropout and the young adult dropout. The data revealed that the young adult group had a significantly more positive self concept than that of the adolescent group.

The similarities found in the second section indicated a high degree of negativism on the part of both the adolescent and young adult age groups.

Although there were no significant differences found, this high percentage of negative responses indicated a feeling of inability of the students to effect their own future.

Recommendations

1. There needs to be further research dealing with the self concept of Alaskan native students to answer the questions: Why has the young adult dropout indicated a higher self concept than the adolescent dropout? Is the self concept of the Alaskan native lower than the non-native? If so, why? How has low self concept affected the Alaskan native's academic achievement?

2. There should be a study made of the present Alaskan educational system to find how its programs might be affecting the native student's self concept.

3. School administrators, teachers, social workers, and others who have an impact on students, need to be knowledgeable of research in this area so that they can see how they might positively affect students' self concept.

Family Background Characteristics

Conclusions

1. A large percentage of the families of both the adolescent and young adult dropout were characterized by factors which would point toward instability in basic family relationships. The homes of both groups, the

adolescent and young adult dropouts, showed the following characteristics. (The first percentage referred to the adolescent dropouts, and the second percentage referred to the young adult dropouts):

1. Lived with other than both real parents most of life (40.3 percent and 29.7 percent).

2. Do not now live with both real parents (60.5 percent and 57.8 percent).

3. Marital status of people living with characterized by divorce, separation, single or deceased(18.8 percent and 29.7 percent).

4. Head of household where grew up other than father (23.5 percent and 21.1 percent).

5. Families of seven or more children (58.9 percent and 40.3 percent).

6. Brothers or sisters who left school before graduating (56.6 percent and 59.4 percent).

Interpretation. The home environment of a large percentage of the adolescent and young adult dropouts did not provide a stable influence for the growth of the individual. Many homes were characterized not by one isolated factor but by a variety of factors which were common to both groups of dropouts which could tend to influence negatively the fulfillment of the basic needs of the student whether he was below or above a certain age in a secondary school setting.

II. A large percentage of both groups under consideration felt that difficulties at home were reasons for leaving school. These difficulties were evidenced by the following factors. (The first percentage referred to the adolescent dropouts, and the second percentage referred to the young adult dropouts):

1. A great deal or some trouble where the student lives (44.2 percent and 37.5 percent).

2. A great deal or some family problems (31.9 percent and 31.2 percent).

3. Parents never talked about student's choice in life work (54.3 percent and 50.1 percent).

4. Most important reason for leaving school was family problems (12.4 percent and 10.9 percent).

5. Most important reason for leaving school was trouble where student lived (11.4 percent and 11.7 percent).

6. Most important reason for leaving school was a great deal or some homesickness (19.4 percent and 17.2 percent).

Interpretation. The unstable home environment (shown under conclusion I) and the difficulties at home where one lived (shown under conclusion II) were found common to both groups. Both factors would point toward adverse factors affecting the secondary school dropout equally, no matter what his age.

III. A small percentage of the families of both the adolescent and young adult dropouts were supported by persons other than in the family. This support was evidenced by the following factors. (The first percentage referred to the adolescent dropouts, and the second percentage referred to the young adult dropouts.

1. Father and mother contributed a great deal to the support of the family (74.4 percent and 66.6 percent).

2. Hunting and fishing contributed a great deal or some to the support of the family (67.4 percent and 62.5 percent).

3. The dropout contributed a great deal or some to the support of the family (55.6 percent and 42.4 percent).

4. Relatives contributed a great deal or some to the support of the family (21.3 percent and 17.9 percent).

5. Friends contributed a great deal or some to the support of the family (16.4 percent and 16.6 percent).

6. Others contributed a great deal or some to the support of the family (8.6 percent and 8.6 percent).

Interpretation. Both groups of dropouts similarly showed that there was little support given to the family outside of the immediate family. Again there was no difference in the dropouts' responses reflecting that support contributed to the family was fairly stable throughout the adolescent and young adult years.

Recommendations

1. It was recommended that a control group be used to measure the similarities and differences of adolescent and young adult students who remain in school and compare the findings with those of students who drop out.

2. It was specifically recommended that further research be done to determine whether or not family factors can cause a difference between older and younger secondary school dropouts.

3. It was further recommended that research be done with the possibilities of family support, including material and psychological assistance, while the student was in school.

BIBLIOGRAPHY

BIBLIOGRAPHY

Allen, Charles M. "What Have Our Dropouts Learned?" Educational Leadership. March 1953. 347-350.

Bowman, Paul H., and Charles V. Matthews. Motivations of Youth for Leaving School. United States Department of Health, Education and Welfare, Office of Education, Cooperative Research Project No. 200. Quincy, Illinois: University of Chicago and Quincy Youth Development Project. September 1960. 30.

Brownfain, J. J. "Stability of the Self Concept as a Dimension of Personality." Journal of Abnormal and Social Psychology. 1952. 42, 597.

Bryde, John F. Modern Indian Psychology. University of South Dakota Press. 1971.

Cook, Edward S., Jr. "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation." Journal of Education Research. November 1956. 191-196.

deMontigny, Lionel H. "Attitude of Low Expectancy." Pine Ridge Research Bulletin. 8: June 1969.

Dentsch, Martin. Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement. The Society for Applied Anthropology. New York: Cornell University. 1960. 9.

Dillion, Harold J. Early School Leavers: A Major Educational Problem. National Child Labor Committee Publication 401. New York: National Child Labor Committee. 1949. 20.

Duncan, Beverly. Family Factors and School Dropouts: 1920-1960. United States Department of Health, Education and Welfare, Office of Education. Cooperative Research Project 2258. Ann Arbor: University of Michigan. 1965. 10.

Educational Research Series Number 31. "Self Concept of Ability and School Achievement H." Cooperative Research Project Number 1636. October 1965. Bureau of Educational Research Services. College of Education. Michigan State University, East Lansing, Michigan. 2-4.

Erikson, Erik H. Childhood and Society. New York: W. W. Norton and Company, Inc. 1950.

Erikson, Erik H. "Growth and Crises of the Healthy Personality." Personality in Nature, Society, and Culture. Clyde Kluckholn and H. A. Murry with D. N. Schneider, editors. New York: Alfred A. Knopf. 1956.

Frost, Joe L., and Glenn R. Hawkes. The Disadvantaged Child. Boston: Houghton Mifflin Company. 1966. 382-389.

Georgia State Department of Education. "Georgia's Dropout A Profile." Jack Nix, Superintendent. 1966.

Havighurst, Robert J., Paul H. Bowman, Gordon P. Liddle, Charles V. Matthews, and James V. Pierce. Growing Up in River City. New York: John William and Sons. 1962. 189.

Havighurst, Robert J. "Who Are the Disadvantaged?" Education. 85: 1965. 455-458.

Herzog, J. D. "Deliberate Instruction and Household Structure." Harvard Educational Review. 32: 1962. 301-342.

Hollingshead, August B. Elmtown's Youth. New York: John Wiley and Sons. 1949. 329-359.

Kahl, Joseph A. "Educational and Occupational Aspirations of 'Common Man' Boys." Harvard Educational Review. 23: Summer 1953. 186-203.

Keesweg, F. M. Cultural Anthropology: The Science of Custom. New York: Rinehart and Company, Inc. 1959. 269.

Kirkhus, Harold. 1962-63 Dropouts. Peoria, Illinois: Board of Education, Peoria Public Schools, September 19, 1963. 27.

Lanier, J. A. "A Guidance-Faculty Study of Student Withdrawals." Journal of Educational Research. 43: November, 1949. 205-212.

Lichter, Solomon, Elsie B. Rapien, Francis M. Seiberg, and Morris A. Sklansky. The Dropouts. Chicago: The Free Press of Glencoe. 1962.

Lidz, Theodore. The Person. New York-London: 1968. 323, 362.

Maynard, Eileen. "Negative Ethnic Image Among Oglala Sioux." Pine Ridge Research Bulletin. 6: December 1968. 18-25.

Michigan State University. Bureau of Educational Research Services. "Self Concept of Ability and School Achievement II." Educational Research Series. 31: October 1965.

National Education Association, Research Division. "High School Dropouts." National Education Association Research Bulletin. February 1960. 11.

Oregon State Department of Education. 1966-67 Summary: Dropout Grades 9-12. Jesse V. Fasold, Superintendent.

Parsons, Talcott. Youth With the Context of American Society. Naedalus. 61: 1962. 97-123.

Patterson, Walter G. "What Are the Causes of Student Dropouts and What Should the School Do About the Present Condition? Reasons for Dropping Out of Drury High School." Bulletin of the National Association of Secondary School Principles. 39: April 1955. 85-88.

Ray, Charles K., Joan Ryan, and Seymour Parker. Alaskan Native Secondary School Dropouts. College, Alaska: University of Alaska. 1962.

Research Division - National Education Association. School Dropouts. National Education Association. 1967. 5-55.

Schreiber, Daniel. "700,000 Dropouts." American Education. June 1968. 5, 6.

Schreiber, Daniel. (ed.). The School Dropout. Washington, D. C.: National Education Association. 1964.

United States Department of Health, Education and Welfare. "A New Look at School Dropouts." Indicators. Washington, D. C.: United States Government Printing Office. 1964.

United States Department of Health, Education and Welfare. "The American Indian High School Dropout." Eric Reports. Portland, Oregon: N. W. Regional Education Laboratory. September 1968.

United States Department of Labor, Bureau of Labor Statistics. School and Early Employment Experience of Youth. A Report on Seven Communities, 1952-1957. Washington, D. C. 1277: Government Printing Office. August 1960. 89.

Utah State Board of Education. The Utah School Dropout: 1962-64. Salt Lake City, Utah: January 1966. 56.

Van Dyke, L. A., and K. B. Holt. The Drop-Out Problem in Iowa High Schools. United States Department of Health, Education and Welfare. Office of Education, Cooperative Research Project. Iowa City. 160: State University of Iowa and Iowa State Department of Public Instruction. 1958. 88.

Unpublished References

Apker, Wesley. "A Survey of the Literature Related to Indian Pupil Dropout." Unpublished Master's of Education thesis, Washington State University, 1962.

Bingham, Marilyn, Fred C. Bowersox, Anton N. Casto, Laurel F. Hughes, James R. Larison, James C. Littlefield, Jr., John Macdonald, Jr., Jerry S. Scheen, and Jean D. Womack. "Disability Type and Self Concept. A Study of the Relationship Between Disability Types and Self Concept." Unpublished Master's thesis, University of Utah, 1969.

Carroll, P. W. "Delinquent Self Concept, Self Concept of Students, Utah State Industrial School." Unpublished Master's thesis, University of Utah, 1965, Part III.

Elias, David W., George A. Gundry, Douglas J. Merdler, Kyle Lynn Pehrson, Douglas S. Peterson, Terry B. Price, Charles N. Randall, and Lucy Sparck. "A Comparison of the Characteristics of 259 Alaskan Native Students Who Dropped Out of School During the Academic Year 1969-1970." Unpublished Master's thesis, University of Utah, 1971. 51, 92.

Lynch, D. J. "Delinquent Self Concept, Measures of Self Concept, Utah State Industrial School." Unpublished Master's thesis, University of Utah, 1965, Part I.

Perry, D. W. "The Self Concept System as it Relates to Disability." Unpublished Master's thesis, University of Utah, 1968.

APPENDIX

APPENDIX

ALASKA STUDENT EDUCATIONAL INVENTORY*

Age Under 18			Age 18 and Over		
Item Number	Frequency	Percent	Frequency	Percent	
1					Age
	3	2.3			1. 14
	13	10.1			2. 15
	42	32.6			3. 16
	71	55.0			4. 17
			60	46.9	5. 18
			34	26.6	6. 19
			22	17.2	7. 20
			10	7.8	8. 21
			2	1.6	9. 22
2					Sex
	62	48.1	68	53.1	1. Male
	67	51.9	60	46.9	2. Female
3					Marital Status
	10	7.8	12	9.4	1. Married
	119	92.2	116	90.6	2. Single

*It should be noted that the total sample was (N = 260) and the figures in this appendix were based on that number. The computer rejected the cards on three students in making the dichotomy breakdowns discussed in the thesis (N = 257).

Age Under 18			Age 18 and Over		
Item Number	Frequency	Percent	Frequency	Percent	
4					Race
	52	40.3	68	53.1	1. Eskimo
	12	9.3	3	2.3	2. Aleut
	22	17.1	28	21.9	3. Interior Indian (Athabascan)
	33	25.6	22	17.2	4. Southeast Indian (Tlingit, Haida, etc.)
	10	7.8	6	4.7	5. Mixed
	0	0	1	.8	6. Caucasian
	0	0	0	0	7. Negro
	0	0	0	0	8. Other
5					I re-entered school after leaving
	31	24.0	34	26.6	1. Yes
	98	76.0	91	71.1	2. No
	0	0	3	2.4	3. No response
Where did you live most of your life?					
6					What size was that community?
	7	5.4	5	3.9	1. Less than 50
	1	.8	8	6.3	2. Between 50 and 100
	21	16.3	21	16.4	3. Between 100 and 200
	33	25.6	40	31.3	4. Between 200 and 500
	3	2.3	7	5.5	5. Between 500 and 1,000
	30	23.3	16	12.5	6. Between 1,000 and 3,000
	9	7.0	3	2.3	7. Between 3,000 and 5,000
	16	12.4	11	8.6	8. Between 5,000 and 15,000
	9	7.0	14	10.9	9. Over 15,000
	0	0	3	2.3	10. No response

Age Under 18			Age 18 and Over		
Item Number	Frequency	Percent	Frequency	Percent	
Where did you live at the time you left school?					
7					Who did you live with most of your life?
	0	0	0	0	1. Alone
	77	59.7	90	70.3	2. Both real parents
	21	16.3	17	13.3	3. One real parent
	13	10.1	11	8.6	4. One real parent and one step parent
	9	7.0	6	4.7	5. Foster or adoptive parents
	8	6.2	2	1.6	6. Other relatives
	1	.8	1	.8	7. Other - specify
	0	0	1	.8	8. No response
8					Who do you now live with?
	51	39.5	54	42.2	1. Both real parents
	25	19.4	18	14.1	2. One real parent and one step parent
	9	7.0	7	5.5	3. Foster or adoptive parents
	17	13.2	10	7.8	4. Other relatives
	27	20.9	39	30.5	5. Other
9					What is the marital status of the people you have lived with most of your life?
	105	81.4	99	77.3	1. Married
	2	1.6	0	0	2. Single
	9	7.0	8	6.3	3. Divorced
	2	1.6	3	2.3	4. Separated
	7	5.4	9	7.0	5. Father deceased
	4	3.1	5	3.9	6. Mother deceased

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
9 (continued)					
	0	0	1	.8	7. Both deceased
	0	0	3	2.3	8. No response
10	(mean 6.5)		(mean 6.4)		How many children besides yourself were there in the house where you grew up?
11	(mean 2.5)		(mean 2.3)		How many of these children were older than you?
12	(mean 1.2)		(mean 1.2)		How many of your brothers and sisters have left school before graduating?
13					Who was the head of the household where you grew up?
	91	70.5	101	78.9	1. Father
	20	15.5	13	10.2	2. Mother
	5	3.9	5	3.9	3. Step Father
	0	0	0	0	4. Step Mother
	2	1.6	1	.8	5. Foster Father
	1	.8	1	.8	6. Foster Mother
	2	1.6	3	2.3	7. Adoptive Father
	0	0	0	0	8. Adoptive Mother
	8	6.2	3	2.3	9. Other - specify
	0	0	1	.8	10. No response
14					We would like to know what your parents (or step parent) do for a living. What is the job called?

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
15				
16				
	96	74.4	85	66.4
	18	14.0	24	18.8
	3	2.3	12	9.4
	11	8.5	6	4.7
	1	.8	1	.8
17				
	47	36.4	42	32.8
	40	31.0	38	29.7
	24	18.6	28	21.9
	17	13.2	19	14.8
	1	.8	1	.8

Fill in the occupation of the person(s) who support the family (be specific)

_____ Father

_____ Mother

How much do each of the following contribute to the support of your family?

1. Father or mother
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

2. Hunting and fishing
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
18					3. Welfare (DPW-State)
	21	16.3	17	13.3	1. A great deal
	20	15.5	23	18.0	2. Some
	9	7.0	14	10.9	3. Not much
	76	58.9	73	57.0	4. None
	3	2.3	1	.8	5. No response
19					4. Welfare (BIA-Gen. Asst.)
	4	3.1	9	7.0	1. A great deal
	16	12.4	11	8.6	2. Some
	4	3.1	12	9.4	3. Not much
	103	79.8	94	73.4	4. None
	2	1.6	2	1.6	5. No response
20					5. Unemployment insurance
	1	.8	5	3.9	1. A great deal
	13	10.1	16	12.5	2. Some
	8	6.2	9	7.0	3. Not much
	106	82.2	96	75.0	4. None
	1	.8	2	1.6	5. No response
21					6. Relatives
	8	6.2	3	2.3	1. A great deal
	22	17.1	20	15.6	2. Some
	18	14.0	20	15.6	3. Not much
	80	62.0	83	64.8	4. None
	1	.8	2	1.6	5. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
22				
	5	3.9	4	3.1
	14	10.9	17	13.3
	19	14.7	15	11.7
	89	69.0	90	70.3
	2	1.6	2	1.6
23				
	6	4.7	2	1.6
	6	4.7	9	7.0
	11	8.5	7	5.5
	103	79.8	108	84.4
	3	2.3	2	1.6
24				
	7	5.4	13	10.2
	39	30.2	42	32.8
	29	22.5	30	23.4
	53	41.1	42	32.8
	1	.8	1	.8
25				
	88	68.2	94	73.4
	16	12.4	15	11.7
	14	10.9	9	7.0
	2	1.6	7	5.5
	1	.8	0	0

7. Friends
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

8. Others (specify)
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

9. Yourself
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

Which of the above contributed the most?
1. Father or mother
2. Hunting or fishing
3. Welfare (DPW-State)
4. Welfare (BIA-Gen. Asst.)
5. Unemployment insurance

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
25 (continued)					
	0	0	1	.8	6. Relatives
	1	.8	0	0	7. Friends
	4	3.1	0	.8	8. Others (specify)
	1	.8	0	0	9. Yourself
	1	.8	1	.8	10. No response
					Where were you attending when you left school?
					To what extent did the following contribute to your school?
26					1. Poor grades
	11	8.5	18	14.1	1. A great deal
	52	40.3	51	39.8	2. Some
	26	20.2	28	21.9	3. Hardly any
	40	31.0	29	22.7	4. None
	0	0	2	1.6	5. No response
27					2. Trouble with teachers
	18	14.0	9	7.0	1. A great deal
	33	25.6	30	23.4	2. Some
	23	17.8	22	17.2	3. Hardly any
	55	42.6	66	51.6	4. None
	0	0	1	.8	5. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
28					3. Troubles where I lived
	24	18.6	17	13.3	1. A great deal
	33	25.6	31	24.2	2. Some
	16	12.4	12	9.4	3. Hardly any
	56	43.4	65	50.8	4. None
	0	0	3	2.3	5. No response
29					4. Trouble with students
	15	11.6	3	2.3	1. A great deal
	21	16.3	21	16.4	2. Some
	21	16.3	21	16.4	3. Hardly any
	72	55.8	79	61.7	4. None
	0	0	4	3.1	5. No response
30					5. Didn't like school
	25	19.4	26	20.3	1. A great deal
	40	31.0	38	29.7	2. Some
	18	14.0	10	7.8	3. Hardly any
	46	35.7	52	40.6	4. None
	0	0	2	1.6	5. No response
31					6. Family problems
	18	14.0	18	14.1	1. A great deal
	23	17.8	20	15.6	2. Some
	8	6.2	12	9.4	3. Hardly any
	80	62.0	76	59.4	4. None
	0	0	2	1.6	5. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
32				
	4	3.1	7	5.5
	6	4.7	8	6.3
	4	3.1	5	3.9
	115	89.1	106	82.8
	0	0	2	1.6
33				
	10	7.8	11	8.6
	15	11.6	11	8.6
	14	10.9	11	8.6
	89	69.0	93	72.7
	1	.8	2	1.6
34				
	29	22.5	28	21.9
	3	2.3	4	3.1
	3	2.3	3	2.3
	92	71.3	91	71.1
	2	1.6	2	1.6
35				
	9	7.0	17	13.3
	16	12.4	8	6.3
	15	11.6	15	11.7

7. Parents' request
   1. A great deal
   2. Some
   3. Hardly any
   4. None
   5. No response

8. Homesickness
   1. A great deal
   2. Some
   3. Hardly any
   4. None
   5. No response

9. Other - specify
   1. A great deal
   2. Some
   3. Hardly any
   4. None
   5. No response

Which of the above reasons is the most important for your leaving school? Circle the number which matches this reason.

1. Poor grades
2. Troubles with teachers
3. Troubles where I lived

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
35 (continued)					
	9	7.0	5	3.9	4. Trouble with students
	21	16.3	29	22.7	5. Didn't like school
	16	12.4	14	10.9	6. Family problems
	1	.8	5	3.9	7. Parents' request
	12	9.3	6	4.7	8. Homesickness
	29	22.5	29	22.7	9. Other - specify
	1	.8	0	0	10. No response
36					What were your grades at the time you left school?
	49	38.0	52	40.6	1. Passing
	25	19.4	29	22.7	2. Failing
	54	41.9	46	35.9	3. Unknown
	1	.8	1	.8	4. No response
37					What type of school did you attend?
	3	2.3	5	3.9	1. BIA day school
	24	18.6	24	18.8	2. BIA boarding school
	13	10.1	10	7.8	3. State boarding home program
	7	5.4	10	7.8	4. State boarding school
	76	58.9	73	57.0	5. Public school
	2	1.6	2	1.6	6. Private school
	4	3.1	3	2.3	7. Other
	0	.0	1	.8	8. No response

Age Under 18 Item Number	Frequency	Percent	Age 18 and Over Frequency	Percent	
38					What grade were you in when you left school?
	58	45.0	15	11.7	1. 9
	51	39.5	31	24.2	2. 10
	16	12.4	48	37.5	3. 11
	2	1.6	31	24.2	4. 12
	0	0	2	1.6	5. Ungraded
	1	.8	1	.8	6. No response
39					What month did you leave school? (Code according to month number)
	19	14.7	11	8.6	1. September
	15	11.6	20	15.6	2. October
	11	8.5	14	10.9	3. November
	17	13.2	18	14.1	4. December
	10	7.8	16	12.5	5. January
	14	10.9	10	7.8	6. February
	18	14.0	11	8.6	7. March
	8	6.2	15	11.7	8. April
	17	13.2	12	9.4	9. May
			1	.8	10. No response
40					Looking at yourself in comparison with your other classmates, how do you feel that you rank in terms of your overall ability?
	2	1.6	3	2.3	1. I rank very high
	16	12.4	20	15.6	2. I rank somewhere above average
	53	41.1	60	46.9	3. I rank above average

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
40 (continued)					
	53	41.1	35	27.3	4. I rank a little below average
	4	3.1	8	6.3	5. I rank almost at the bottom
	1	.8	2	1.6	6. No response
41					Think of your best friends. How many are planning on getting further education or training?
	9	7.0	2	1.6	1. None of them
	30	23.3	36	28.1	2. Not very many of them
	31	24.0	28	21.9	3. About half of them
	50	38.8	55	43.0	4. Most of them
	8	6.2	7	5.5	5. All of them
	1	.8	0	.0	6. No response
42					How much education do your parents want you to have?
	5	3.9	3	2.3	1. Some years of high school
	75	58.1	60	46.9	2. They want me to finish high school
	8	6.2	6	4.7	3. They want me to get a couple of years of college
	6	4.7	9	7.0	4. They want me to go to business or trade school
	8	6.2	9	7.0	5. They want me to get a college degree
	4	3.1	5	3.9	6. They want me to get a college degree plus some additional years of education afterward
	22	17.1	36	28.1	7. We have not discussed it
	1	.8	0	0	8. No response

Age Under 18			Age 18 and Over		
Item Number	Frequency	Percent	Frequency	Percent	
					What definite plans have you made next year?
43					1st choice
	87	67.4	56	43.8	1. I intend to return to a regular school program
	9	7.0	9	7.0	2. I intend to work
	3	2.3	21	16.4	3. I intend to go to vocational school
	1	.8	7	5.5	4. I will enter military service
	1	.8	8	6.3	5. I intend to get married
	4	3.1	3	2.3	6. Other definite plans
	24	18.6	23	18.0	7. No definite plans
	0	0	1	0	8. No response
44					2nd choice
	2	1.6	4	3.1	1. I intend to return to a regular school program
	23	17.8	25	19.5	2. I intend to work
	4	3.1	9	7.0	3. I intend to go to vocational school
	5	3.9	3	2.3	4. I will enter military service
	3	2.3	2	1.6	5. I intend to get married
	1	.8	2	1.6	6. Other definite plans
	47	36.4	30	23.4	7. No definite plans
	44	34.1	53	41.4	8. No response
45					Altogether, how many times have you left school?
	89	69.0	81	63.3	1. 1
	19	14.7	28	21.9	2. 2
	13	10.1	12	9.4	3. 3
	6	4.7	6	4.7	4. 4 or more
	2	1.6	0	0	5. None
	0	0	1	.8	6. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
46					Have you repeated any grades? If so, how many?
	32	24.8	46	35.9	1. 1
	15	11.6	16	12.5	2. 2
	4	3.1	5	3.9	3. 3
	2	1.6	1	.8	4. 4 or more
	75	58.1	59	46.1	5. None
	1	.8	1	.8	6. No response
47					What has occupied the major part of your time since you left school?
	27	20.9	33	25.8	1. Employed
	17	13.2	10	7.8	2. Unemployed
	0	0	4	3.1	3. In the military
	0	0	4	3.1	4. Vocational training
	57	44.2	52	40.6	5. Helping at home
	6	4.7	8	6.3	6. Re-enrolled in school
	8	6.2	10	7.8	7. Married - housewife
	14	10.9	6	4.7	8. Other - specify
	0	0	1	.8	9. No response
48					If you are working, what is your occupation?
49	(mean 316.9)		(mean 677.7)		How much money have you made since you left school?

(Write in amount) _____

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
50					Have any agencies helped you since you left school? If so, which ones? specify.
51					How many jobs have you had since leaving school?
	63	48.8	56	43.8	1. 1
	18	14.0	32	25.0	2. 2
	12	9.3	12	9.4	3. 3
	0	0	2	1.6	4. 4
	0	0	1	.8	5. 5
	2	1.6	2	1.6	6. 6
	1	.8	0	0	7. 7
	0	0	0	0	8. 8
	1	.8	0	0	9. 9 or more
	32	24.8	23	18.0	10. No response
52					How did you get your present job?
	65	50.4	59	46.1	1. Unemployed
	25	19.4	37	28.9	2. Personal contact
	5	3.9	4	3.1	3. Family
	0	0	0	0	4. Newspaper advertisement
	7	5.4	11	8.6	5. Friends
	1	.8	1	.8	6. Teacher
	2	1.6	1	.8	7. Counselor
	8	6.2	5	3.9	8. Manpower center
	16	12.4	9	7.0	9. Other - specify _____
	0	0	1	.8	10. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
53					What would you really like to do for a living?
54					How happy are your parents with your choice of a life's work?
	7	5.4	3	2.3	1. They are not at all happy
	9	7.0	8	6.3	2. They are not very happy
	11	8.5	12	9.4	3. They are somewhat happy
	12	9.3	17	13.3	4. They are quite happy
	18	14.0	21	16.4	5. They are very happy
	70	54.3	64	50.0	6. We have never talked about it
	2	1.6	3	2.3	7. No response
55					Identification number
	24	18.6	28	21.9	0. Anchorage area
	12	9.3	28	21.9	2. Bethel area
	25	19.4	21	16.4	4. Fairbanks area
	27	20.9	21	16.4	5. Nome area
	41	31.8	24	18.8	6. Juneau area

Please check how important each of the following is for you personally in choosing what you want to do for a living.

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
56					1. To make lots of money
	30	23.3	30	23.4	1. Very important
	38	29.5	32	25.0	2. Quite important
	32	24.8	47	36.7	3. Somewhat important
	22	17.1	13	10.2	4. Not very important
	5	3.9	4	3.1	5. Not at all important
	2	1.6	2	1.6	6. No response
57					2. To have people look up to you and respect you
	41	31.8	29	22.7	1. Very important
	29	22.5	30	23.4	2. Quite important
	30	23.3	37	28.9	3. Somewhat important
	16	12.4	24	18.8	4. Not very important
	11	8.5	6	4.7	5. Not at all important
	2	1.6	2	1.6	6. No response
58					3. To have lots of friends and work with people
	59	45.7	61	47.7	1. Very important
	34	26.4	36	28.1	2. Quite important
	21	16.3	22	17.2	3. Somewhat important
	9	7.0	4	3.1	4. Not very important
	3	2.3	4	3.1	5. Not at all important
	3	2.3	1	.8	6. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
59				
	70	54.3	74	57.8
	31	24.0	32	25.0
	20	15.5	13	10.2
	4	3.1	3	2.3
	2	1.6	4	3.1
	2	1.6	2	1.6
60				
	78	60.5	74	57.8
	34	26.4	31	24.2
	12	9.3	18	14.1
	3	2.3	1	.8
	0	0	2	1.6
	2	1.6	2	1.6
61				
	68	52.7	62	48.4
	42	32.6	38	29.7
	12	9.3	21	16.4
	4	3.1	3	2.3
	1	.8	2	1.6
	2	1.6	2	1.6

4. To have a steady job with security
   1. Very important
   2. Quite important
   3. Somewhat important
   4. Not very important
   5. Not at all important
   6. No response

5. To have a pride in doing a good job
   1. Very important
   2. Quite important
   3. Somewhat important
   4. Not very important
   5. Not at all important
   6. No response

6. To help other people
   1. Very important
   2. Quite important
   3. Somewhat important
   4. Not very important
   5. Not at all important
   6. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
62				
	75	58.1	77	60.2
	30	23.3	32	25.0
	16	12.4	12	9.4
	6	4.7	5	3.9
	1	.8	1	.8
	1	.8	1	.8
63				
	16	12.4	9	7.0
	20	15.5	20	15.6
	23	17.8	33	25.8
	35	27.1	37	28.9
	33	25.6	27	21.1
	2	1.6	2	1.6
64				
	22	17.1	44	34.4
	39	30.2	38	29.7
	31	24.0	22	17.2
	36	27.9	24	18.8
	1	.8	0	0

7. To be able to develop your skills and ambitions
   1. Very important
   2. Quite important
   3. Somewhat important
   4. Not very important
   5. Not at all important
   6. No response

8. To have people do what you say
   1. Very important
   2. Quite important
   3. Somewhat important
   4. Not very important
   5. Not at all important
   6. No response

How much do each of the following hold you back from what you would like to do for a living?

1. Money for training or schooling
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
65				
	24	18.6	24	18.8
	47	36.4	58	45.3
	25	19.4	27	21.1
	33	25.6	19	14.8
66				
	20	15.5	26	20.3
	37	28.7	43	33.6
	30	23.3	26	20.3
	41	31.8	33	25.8
	1	.8	0	0
67				
	8	6.2	8	6.3
	11	8.5	20	15.6
	17	13.2	17	13.3
	93	72.1	83	64.8
68				
	10	7.8	14	10.9
	29	22.5	33	25.8
	39	30.2	32	25.0
	51	39.5	48	37.5
	0	0	1	.8

2. Ability to do well in school
   1. A great deal
   2. Some
   3. Not much
   4. None

3. Too much training needed to get jobs
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

4. Being a native
   1. A great deal
   2. Some
   3. Not much
   4. None

5. The fear of failure
   1. A great deal
   2. Some
   3. Not much
   4. None
   5. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
69				
	14	10.9	20	15.6
	27	20.9	27	21.1
	31	24.0	23	18.0
	57	44.2	58	45.3
70				
	3	2.3	4	3.1
	3	2.3	2	1.6
	4	3.1	0	0
	116	89.9	122	95.3
71				
	96	74.4	85	6.0
	11	8.5	10	7.8
	7	5.4	7	5.5
	6	4.7	9	7.0
	9	7.0	17	13.3
72				
	121	93.8	120	93.8
	4	3.1	3	2.3
	1	.8	1	.8
	2	1.6	3	2.3
	1	.8	1	.8

6. Being needed at home
   1. A great deal
   2. Some
   3. Not much
   5. None

7. Other - specify
   1. A great deal
   2. Some
   3. Not much
   4. None

Since leaving school have you received help or assistance from:

1. BIA
   1. None
   2. Little contact - no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help

2. Vocation Rehabilitation
   1. None
   2. Little contact - no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
73				
	104	80.6	111	86.7
	5	3.9	2	1.6
	5	3.9	0	0
	9	7.0	7	5.5
	5	3.9	8	6.3
74				
	114	88.4	106	82.8
	8	6.2	5	3.9
	0	0	6	4.7
	3	2.3	8	6.3
	4	3.1	3	2.3
75				
	81	62.8	89	69.5
	9	7.0	6	4.7
	5	3.9	4	3.1
	16	12.4	14	10.9
	18	14.0	15	11.7
76				
	125	96.9	122	95.3
	1	.8	1	.8
	0	0	2	1.6
	1	.8	2	1.6
	2	1.6	1	.8

3. Welfare
   1. None
   2. Little contact - no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help

4. Manpower Center
   1. None
   2. Little contact - no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help

5. Neighborhood Youth Corps
   1. None
   2. Little contact - no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help

6. Youth Opportunity Corps
   1. None
   2. Little contact- no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent
77				
	125	96.9	118	92.2
	2	1.6	4	3.1
	0	0	4	3.1
	1	.8	2	1.6
	1	.8	0	0
78				
	112	86.8	118	92.2
	2	1.6	2	1.6
	0	0	0	0
	1	.8	4	3.1
	10	7.8	4	3.1
	4	3.1	0	0
79				
	52	40.3	46	35.9
	77	59.7	82	64.1
80				
	91	70.5	110	85.9
	38	29.5	18	14.1

7. Community Action Program
   1. None
   2. Little contact - no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help

8. Other
   1. None
   2. Little contact - no help
   3. Much contact - no help
   4. Little contact - much help
   5. Much contact - much help
   6. No response

For each of the statements below mark whether you agree or disagree.

What I do will have little effect on what happens to me.
1. Agree
2. Disagree

If I set my mind to it, I can do anything I want.
1. Agree
2. Disagree

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
81					It doesn't do much good to plan for the future.
	43	33.3	34	26.6	1. Agree
	86	66.7	94	73.4	2. Disagree
82					It is O.K. to cheat a little to get what one wants.
	22	17.1	20	15.6	1. Agree
	107	82.9	108	84.4	2. Disagree
83					Education really isn't as important as some people think.
	25	19.4	26	20.3	1. Agree
	102	79.1	102	79.7	2. Disagree
	2	1.6	0	0	3. No response
84					There is little use in studying hard because you get the same grade anyway.
	27	20.9	26	20.3	1. Agree
	102	79.1	102	79.7	2. Disagree
85					These days a person doesn't really know who he can count on.
	75	58.1	69	53.9	1. Agree
	54	41.9	59	46.1	2. Disagree
86					Life as most people live it is really meaningless.
	35	27.1	41	32.0	1. Agree
	94	72.9	86	67.2	2. Disagree
	0	0	1	.8	3. No response

Item Number	Age Under 18 Frequency	Age Under 18 Percent	Age 18 and Over Frequency	Age 18 and Over Percent	
87					Have you ever been arrested? If so, how many times?
	34	26.4	42	32.8	1. No
	17	13.2	14	10.9	2. 2
	9	7.0	10	7.8	3. 3
	6	4.7	3	2.3	4. 4
	3	2.3	0	0	5. 5
	1	.8	0	0	6. 6
	1	.8	0	0	7. 7
	8	6.2	5	3.9	8. 8 or more
	50	38.8	54	42.2	9. No response
88					If you had it to do again, what kind of school would you prefer?
	30	23.3	27	21.1	1. BIA inside Alaska
	21	16.3	34	26.6	2. BIA outside Alaska
	48	37.2	35	27.3	3. Public school inside Alaska
	13	10.1	9	7.0	4. Public school outside Alaska
	7	5.4	5	3.9	5. Church school inside Alaska
	1	.8	2	1.6	6. Church school outside Alaska
	7	5.4	12	9.4	7. Other - specify
	2	1.6	4	3.1	8. No response
89					Would you like to talk to someone about your future plans?
	57	44.2	68	53.1	1. Yes
	69	53.5	58	45.3	2. No
	1	.8	2	1.6	3. No response

Age Under 18			Age 18 and Over	
Item Number	Frequency	Percent	Frequency	Percent
90				

Election district of community names in columns 11-13 of card 1.

VITA

Name	Stephen Lee Kristic
Birthplace	Bremerton, Washington
Birthdate	10 September 1945
Elementary School	Billings, Montana
High School	Olympus High School Salt Lake City, Utah
University	University of Utah Salt Lake City, Utah 1964-1970
Degree	B.A., University of Utah Salt Lake City, Utah, 1970
Military Service	United States Army Reserve 1967-1973
Field Work Training	Salt Lake City Pupil Personnel Salt Lake City, Utah University Medical Center Psychiatric Department Salt Lake City, Utah
Professional Organizations	National Association of Social Workers

VITA

Name	Eddie Frank Brown
Birthplace	Ajo, Arizona
Birthdate	26 December 1945
Elementary School	Ajo, Arizona
High School	Ajo High School Ajo, Arizona
University	Brigham Young University Provo, Utah
Degree	B.A., Brigham Young University Provo, Utah
Field Work Training	Division of Family Services Salt Lake City, Utah Graduate School of Social Work Center Ft. Duchesne, Utah
Professional Organizations	Association of American Indian Social Workers; Council on Social Work Education American Indian Task Force; National Institute of Mental Health Training Review on Social Work

VITA

Name	Winston Clark Clayton
Birthplace	Logan, Utah
Birthdate	2 December 1943
Elementary School	Rexburg, Idaho
High School	Rexburg, Idaho
University	University of Utah Salt Lake City, Utah 1970-1972
Degree	B.S., Brigham Young University Provo, Utah, 1970
First Year Field Placement	L.D.S. Social Services Salt Lake City, Utah
Second Year Field Placement	Veterans Administration Hospital Salt Lake City, Utah